

THE AMERICAN  
CONTRIBUTION TO  
PHILIPPINE EDUCATION

1898-1998





# THE AMERICAN CONTRIBUTION TO PHILIPPINE EDUCATION

---

AN EDUCATED CITIZENRY  
IS THE FOUNDATION OF DEMOCRACY

---

LAY DOWN YOUR GUNS AND PICK UP THOSE TEXT

---

THE THOMASITES

---

THE PHILIPPINE NORMAL SCHOOL

---

THE PENSIONADOS

---

THE PHILIPPINE SCHOOL OF COMMERCE

---

AGRICULTURAL SCHOOLING

---

THE PHILIPPINE SCHOOL FOR THE DEAF AND BLIND

---

PHYSICAL EDUCATION

---

SARAH M. ENGLAND

---

THE SPIRIT OF MISSIONS

---

THE UNIVERSITY OF THE PHILIPPINES

---

THE PEACE CORPS

---

AMERICAN FOUNDATIONS AND PHILIPPINE EDUCATION

---

USAID

---

THE FULBRIGHT PROGRAM

---

DONALD R. CLEVELAND

---

ODE TO THE THOMASITES



*O*  
N JULY 1, 1901,  
SIX HUNDRED SCHOOL  
TEACHERS SAILED FROM  
SAN FRANCISCO ON BOARD  
THE US ARMY TRANSPORT  
*THOMAS* AND ARRIVED IN  
MANILA BAY ON AUGUST 21.

(*The transport Thomas speaks*)

They used to be what are not  
'Tis said

And far away across the sea

They are forgotten...all...

They are forgotten,

Those who in that scarred sea of time  
Are flecked with snow or greying fast.

But I—

I know the lives they give.

'Tis not a cycle's span but merely years,  
Like leaves that float away  
And fall

Beneath the Southern Cross

And slowly shrivel up

In seaweed grays and

Purgatorial browns.

They heard the soft call of the East

The hectic call

Of tropical gardens drenched

With scent that kissed away

The breath

And helped forgetfulness

To come.

Those lotus years

Those years of labrous mountain wanderings

Of thirsty deaths and torment winds

Of poisoned streams and fevered brows

With which they paid

For that reward which never came

But which shall come someday

With the posthumous fame

Which always crowns good deeds

In all

Ungrateful worlds.

Dear Friend:

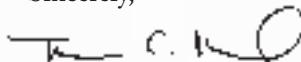
It is my pleasure to welcome you to this exhibit on "The American Contribution to Philippine Education." On behalf of the American people, I would like to congratulate the Philippines and all the Filipino people on the centennial of your Declaration of Independence. This is indeed a great event of which you are rightly proud. This year is important to my country for another reason as well: 1998 marks the centennial of official U.S.-Philippine relations. For the first part of the century, the Philippines was a colony and then a commonwealth of the U.S. Since the Philippines achieved full independence in 1946, our countries have been close friends and allies. Among the most significant and enduring legacies of this century of relations are our shared democratic values and institutions and our educational ties.

In the U.S. exhibit, and in this pamphlet describing it, we have focused on the American contribution to Philippine education. The educational links between our two countries began at the beginning of this century with the arrival of the "Thomasites"; they continue today with the Peace Corps and the Fulbright Program.

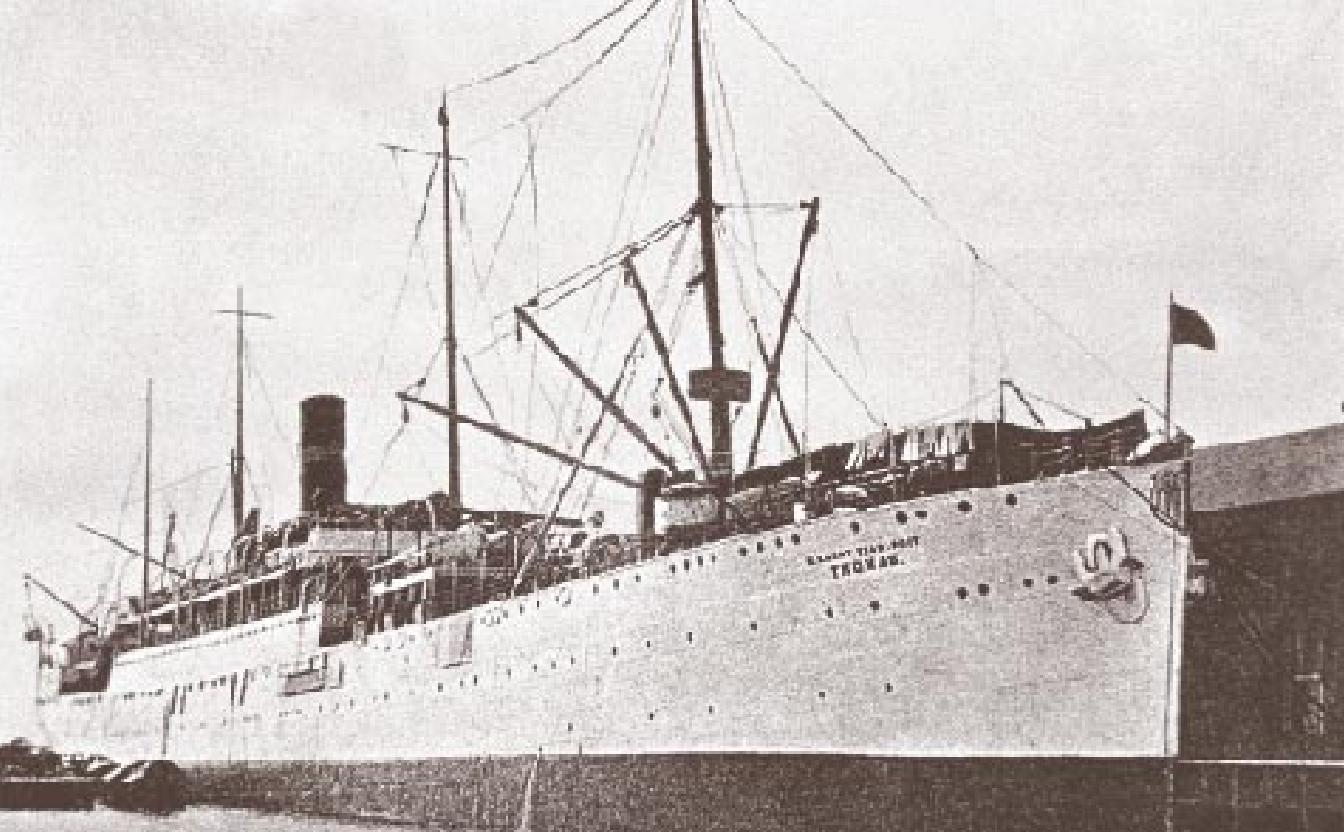
The pictures and information in this exhibit are taken from many sources; we have acknowledged several of them at the end of this pamphlet. We regret we have not been able to acknowledge all the many people and institutions which played a part in the development of this exhibit. We hope that all who have contributed will accept our sincere thanks. We also know that this pamphlet does not tell the complete story of Philippine-American educational ties. If you have a story to tell, please let us know. Like all aspects of our relationship, this story is an ongoing process. It is a story which we believe bears telling, and re-telling.

Congratulations again on the centennial of the Philippine Declaration of Independence. I hope you will enjoy this exhibit. Mabuhay!

Sincerely,

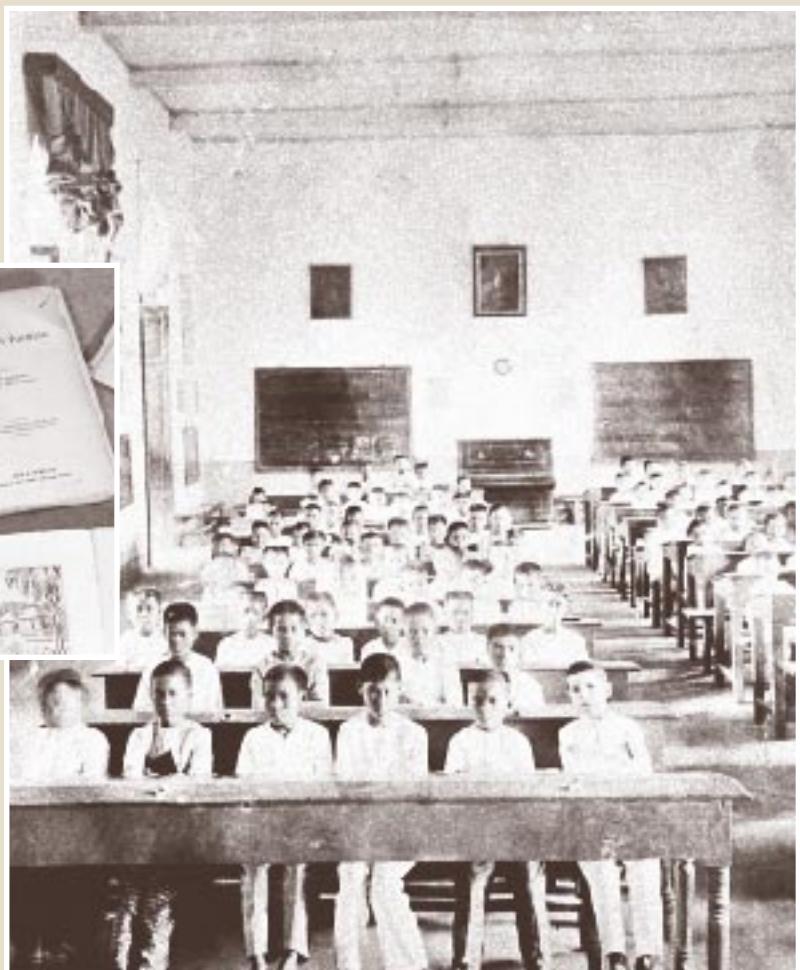


Thomas C. Hubbard  
Ambassador of the United States of America



ABOVE: THE U.S. TRANSPORT *Thomas*, A CONVERTED CATTLE CRUISER, BROUGHT 540 AMERICAN TEACHERS AND SOME OF THEIR FAMILIES TO THE PHILIPPINES—AND INTO THE ANNALS OF PHILIPPINE HISTORY. RIGHT: STUDENTS AT THE BIBLICAL INSTITUTE, DAGUPAN.

BELOW: BALDWIN'S PRIMER AND OTHER BOOKS COMMONLY USED FOR LANGUAGE TEACHING.





# AN EDUCATED CITIZENRY IS THE FOUNDATION OF DEMOCRACY

*ANG EDUKADONG MAMAMAYAN ANG SALIGAN NG DEMOKRASYA*

ONE OF THE GREATEST contributions which the United States has made to Philippine progress has been in the sphere of education. America had limited herself to the Western Hemisphere until war with Spain made her a colonial power. Convinced that a government "of the people, by the people, and for the people" was best, she embarked on the experiment of preparing Filipinos for nationhood. An educated citizenry, rather than the higher education of a select few, was the best safeguard for a democracy.

So it was that in 1901, a band of American teachers set out to perform an arduous task. Armed with books, pencils, paper and slates, fired by the highest ideals and a genuine desire to help build a new nation across the seas, hundreds of young men and women trained by some of the best educational institutions in the United States established a modern public school system which was to have far-reaching effects on the Filipino way of life.

Sent throughout the archipelago, they worked zealously in a country whose numerous ethnic groups differed in language, religion, manners and customs. Floods, typhoons, tropical diseases and the lack of transportation facilities added greatly to the challenges of their work, but their earnestness and innate pioneering spirit saw them through those seemingly insurmountable difficulties.

Nearly one hundred years later, the United States and the Philippines look back at an American experiment that has no counterpart in world history. Here then, are American contributions to Philippine education.



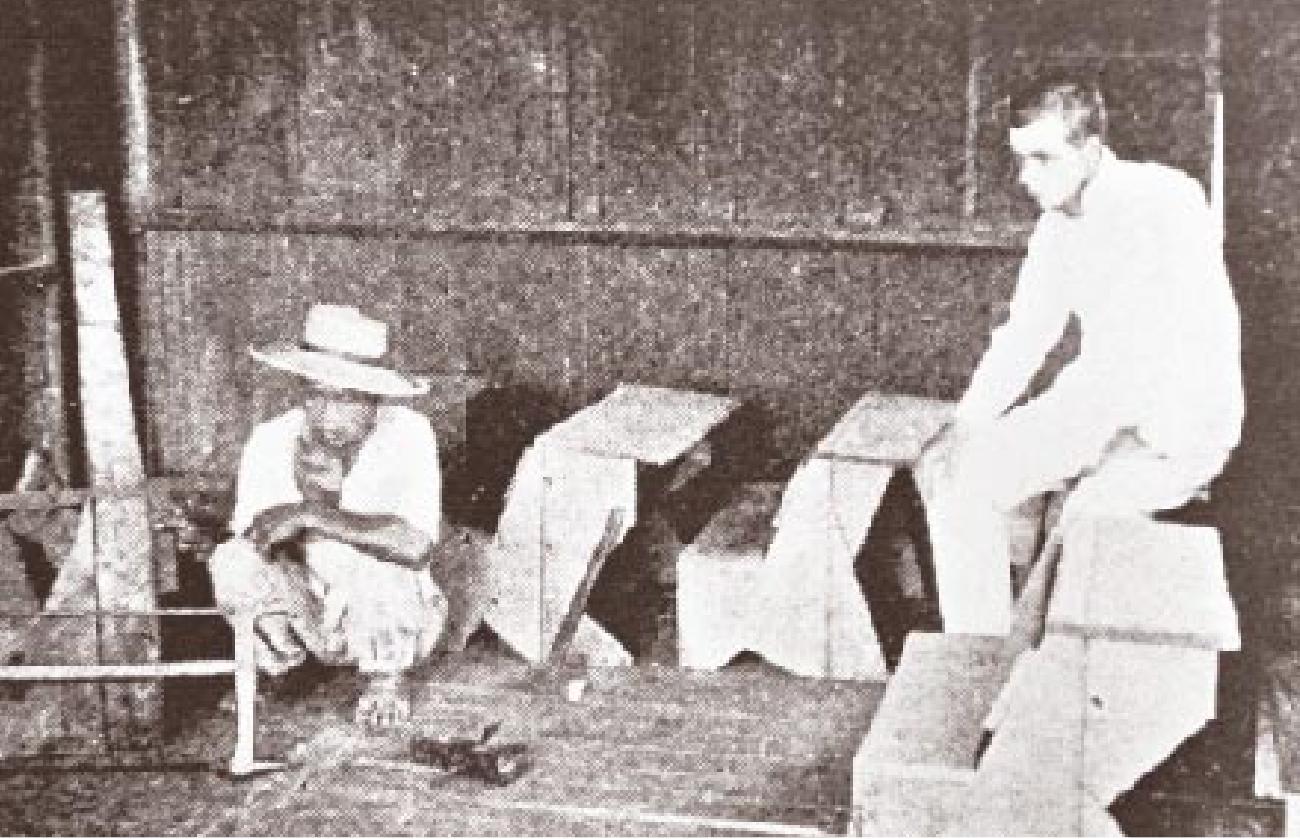
DR. WALTER MARQUARDT,  
ONE OF THE BEST-LOVED  
SUPERINTENDENTS OF ALL  
TIME, RAISED HIS CHILDREN  
TO THINK WARAY.

*Ang isa sa pinakamahalagang kontribusyon ng Estados Unidos sa pag-unlad ng Pilipinas ay sa larangan ng edukasyon. Itinakda ng Amerika ang kapangyarihan nito sa Kanlurang Bahagi ng mundo nang ang pakikidigma sa Espanya ay maghatid rito sa kapangyarihang kolonyal. Sa paniniwalang ang pamahalaan "ng mga mamamayan, pinagsayahan ng mamamayan at para sa mga mamamayan", ang pinakamahusay, sinubukan nitong ibanda ang mga Pilipino sa pagsasarili. Ang edukadong mamamayan, at hindi ang lalong mataas na edukasyon ng piling iilan, ang pinakamahusay na pananggalang para sa demokrasya.*

*Kaya nga noong 1901, isang pangkat ng mga gurong Amerikano ang nagsimula ng isang mahirap na gawain. Armado ng mga aklat, lapis, papel at pisara, ng maalab at pinakamatataas na mithiin at tapat na pagnanais na makatulong sa pagtatatag ng isang bagong bansa sa ibayong dagat, daan-daang lalaki at babae na sinanay ng pinakamahuhusay na institusyon ng edukasyonal sa Amerika ang nagtatag ng isang modernong sistema ng paaralang publiko na nagkaroon ng malaking impluwensiya sa pamumuhay ng mga Pilipino.*

*Ipinadala sila sa buong kapuluan at masigasig na nagrabaho sa isang bansang pinananahanan ng iba-ibang pangkat etniko na may iba-ibang wika, relihyon, kaugalian at tradisyon. Nagsilbing dagdag na hamon sa kanilang gawain ang mga bagyo, baha, karamdaman at kawalan ng pasilidad sa transportasyon, subali't ang kanilang sigasig at likas na katangian sa pangunguna ang nangibaw sa gitna ng mga kabirapang waring hindi mapagtatagumpaywan.*

*Makalipas ang halos isandaang taon, nagbabalik-tanaw ang Estados Unidos at Pilipinas sa isang eksperimentong Amerikano na walang katulad sa kasaysayan ng daigdig. Narito, samakatuwid, ang mga kontribusyon ng mga Amerikano sa edukasyong Pilipino.*



THOMASITE TEACHER CONSTRUCTING HIS CLASSROOM DESKS.

## LAY DOWN YOUR GUNS AND PICK UP THOSE TEXTS

THE YEAR 1898 SAW MANY CHANGES IN THE Philippines. The American Navy, under Commodore George Dewey, defeated the Spanish fleet at Sangley Point, Cavite, on May 1. On June 12, Philippine independence from Spain was declared, and on June 23, a Revolutionary Government was set up. By November 29, the Malolos Constitution was approved, which provided for a free and compulsory elementary school system.

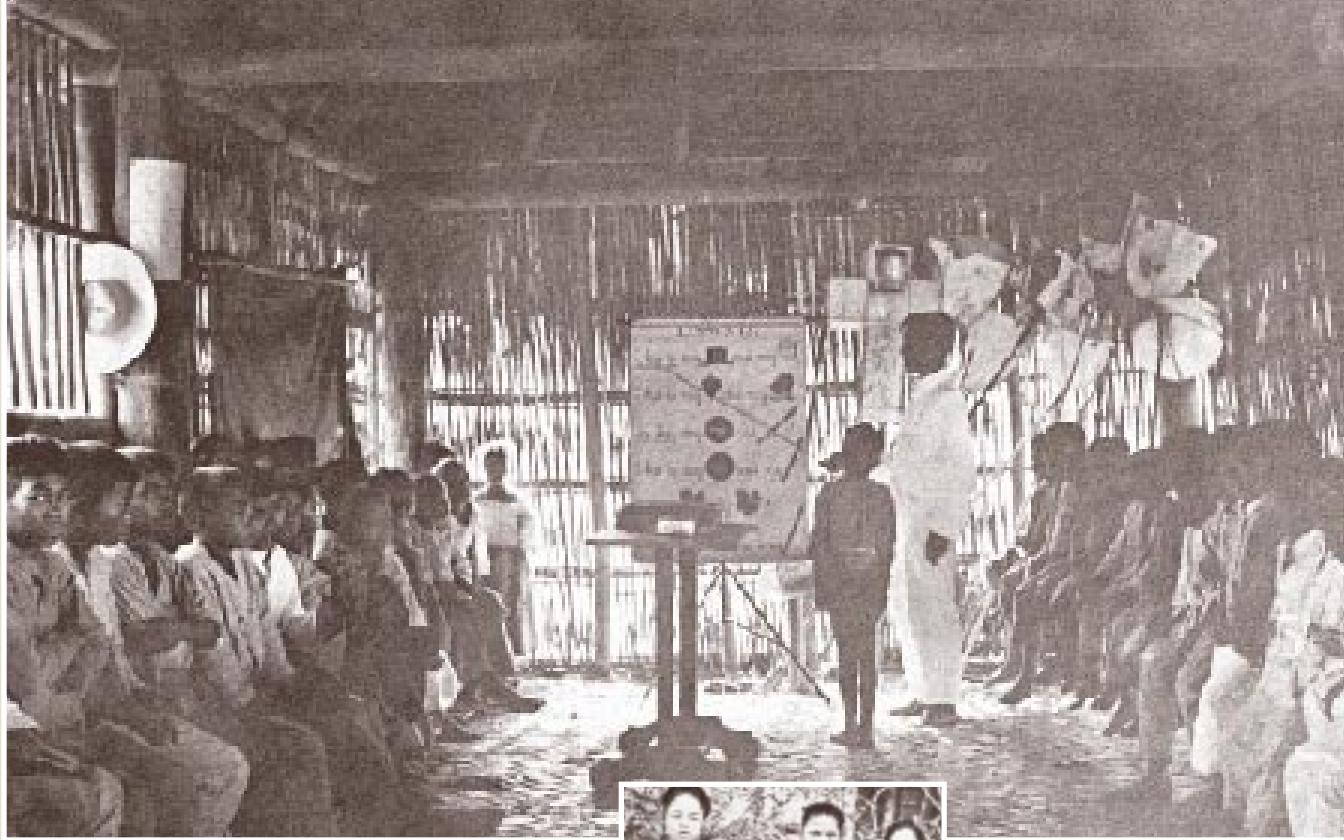
A few days after Dewey's victory, the first American school in the Philippines was established in Corregidor. Father William McKinnon, Catholic Chaplain of the First California Volunteer Regiment, then became instrumental in opening seven more schools in Manila. Although the Philippine-American War broke out in February 1899, American military personnel continued to oversee 4,000 children enrolled in 39 schools. With a directive issued by President William McKinley to "fit the people for duties of citizenship," American soldiers laid down their guns and picked up textbooks almost in the same motion.

### IBABA ANG MGA ARMAS AT HAWAKAN ANG MGA AKLAT

*Maraming pagbabago ang naganap sa Pilipinas noong 1898. Sa pamumuno ni Commodore George Dewey, tinalo ng Hukbong-Dagat ng Amerika ang eskwadra ng pandigmang-dagat Kastila sa Sangley Point, Cavite, noong Mayo 1. Noong Hunyo 12, idineklara ang kalayaan ng Pilipinas mula sa bansang Espanya at noong Hunyo 23, itinatag ang Pamahalaang Revolucionary. Pinagtibay noong Nobyembre 23 ang Konstitusyon ng Malolos na nagtadhana ng libre at sapilitang sistema ng edukasyon elementarya.*

*Itinatag sa Corregidor ang unang paaralang Amerikano sa Pilipinas ilang araw matapos ang tagumpay ni Dewey. Naging instrumental sa pagbubukas ng pito pang ibang paaralan sa Maynila si Father William McKinnon, Catholic Chaplain ng Unang Rehimyento ng California Volunteer.*

*Nagpatuloy ang mga tauhang militar na Amerikano sa pamamahala ng 4,000 mga batang mag-aaral sa 39 na mga paaralan bagama't sumiklab ang Digmaang Pilipino-Amerikano noong Pebrero 1899. Sa pamamagitan ng isang direktiba na ipinalabas ni Pangulong William McKinley upang "takma ang mga mamamayan sa tungkulin ng pagkamamamayan," halos magkasabay na ibinaba ng mga Amerikanong sundalo ang kanilang mga armas at humawak ng mga aklat.*



ABOVE: ENGLISH LANGUAGE TEACHING. FAR LEFT: THOMASITES ON BOARD THE US ARMY TRANSPORT *THOMAS*. LEFT: THE FIRST PUPILS: THE AMERICAN ADMINISTRATION OPENED THE SCHOOLS TO ALL FILIPINOS—NOT JUST THE UPPER CLASS. BELOW: CLASS PICTURE: THE AMERICAN TEACHER OFTEN HAD LARGE CLASSES AND PLAYED A ROLE IN CIVIC AFFAIRS FAR BEYOND THAT PERFORMED AT HOME.





SOME OF THE EARLY THOMASITES.

## THE THOMASITES

**L**URED BY THE CALL OF ADVENTURE, FIRED BY an American conquest beyond the Pacific, and devoted to an apostleship, 540 American teachers and some of their families boarded the US Army transport *Thomas* at Pier 12 in San Francisco wharf one clear morning in August 1901 for teaching jobs in the little-known and far-away islands of the Philippines.

The group which gathered that morning was a restless and excited flock of young men and women selected by the U.S. Civil Service Commission for assignment to the newly-acquired U.S. territory on the doorstep to China. The 600 that came to the Philippines on the converted cattle cruiser *Minnewaska*, renamed the transport *Thomas*, were not the first American teachers sent over but the biggest group. Ahead of them, on the *Sheridan*, came 48 others who took over where the discharged army officers left off. By 1902, the number of American teachers swelled to 1,074.

There were a variety of reasons why they came—lure of travel... spirit of adventure...

### ANG MGA THOMASITE

*Isang maalíwalas na umaga ng Agosto 1901, limandaan at apatnapung gurong Amerikano at ilang kapamilya ang naakit na makipagsapalaran, dabilan na rin sa pananagumpay ng Amerika sa ibayo ng Pasipiko gayundin sa katápatan sa isang misyon, at lumulan sa US Army Transport Thomas sa Pier 12 sa daungan ng San Francisco upang magturo sa malayo at di-gaanong kilalang mga isla ng Pilipinas.*

*Balisa at medyo takot ang natitipong pangkat ng mga kabataang lalaki at babae na napili ng Komisyon sa Serbisyo Sibil ng Estados Unidos para ipadala sa bagong nasakop na territoryo sa bungad ng pinto ng China. Ang 600 na dumating sa Pilipinas na lulan ng Minnewaska, ang datibang sasakyang-dagat pambaka na binigyan ng bagong pangalang Thomas, ay hindi ang unang mga gurong Amerikano na ipinadala sa Pilipinas kundi ang pinakamalaking pangkat. Nauna sa kanila, lulan ng Sheridan, ang 48 iba pa na pumalit sa mga itiniwalag na mga opisyal ng army. Ang bilang ng mga gurong Amerikano ay tumaas sa 1,074 noong 1902.*

*Maraming dabilan kung bakit sila dumating... pang-akit ng paglalakbay... pakikipagsapalaran... tungkuling makabayan... para makapiling ang asawa... o di kaya'y*

# The Manila Freedom.

LEFT: THE LOCAL NEWSPAPER ANNOUNCES THE ARRIVAL OF THE THOMAS.  
BELOW: THE AMERICAN TEACHERS WERE TRENDSETTERS OF FASHION.



patriotic duty... to join husbands... or simply to gain employment. But on August 23, all of them walked down the gangplank into the annals of Philippine history.

Within a short span of time, many of the teachers, now referred to as Thomasites, fanned out to the provinces to begin their tasks.

One of the first and most far-reaching decisions made by American educational authorities in the Philippines was to give all instruction in English. This was probably the greatest single unifying factor during the American period.

Early American teachers also instilled a respect for the dignity of labor. Gardening was one subject which helped do that as towns learned to take pride in their school gardens, laid out with meticulous care by teachers and their students.

Financial problems plagued the new teachers. Lack of adequate communication with Manila hampered their work, and often their salaries would be delayed for months. This meant that supplies would not be

makahanap ng mapapasukan. Subali't noong Agosto 23, silang lahat ay nagsimulang maging bahagi ng kasaysayan ng Pilipinas.

Sa loob ng maikling panahon, marami sa mga guro, na tinatawag ngayong Thomasites, ang kumalat sa mga lalawigan upang simulan ang kanilang gawain.

Ang paggamit ng Ingles sa lahat ng pagtuturo ay isa sa pinakauna at pinakaimpluwensyal na desisyon ng mga awtoridad na Amerikano sa edukasyon sa Pilipinas ang paggamit ng Ingles sa pagtuturo. Ito marahil ang tanging pinakamalaking salik sa pagkakaisa ng bansa noong panahon ng Amerikano.

Ikinintal din ng mga naunang gurong Amerikano ang paggalang sa dignidad ng paggawa. Isa sa nakatulong ang kursong Gardening. Natutuhan ng mga taong bayan na ikarangal ang mga hardin sa paaralan na inayos at inalagaan ng mga guro at ng kanilang mga estudyante.

Nagkaroon ng matinding suliranang pinansyal ang mga guro. Naging sagabal sa kanilang gawain ang kawalan ng sapat na komunikasyon sa Maynila, at madalas na pagkaantala nang maraming buwan ng kanilang surweldo. Nangangahulugan ito ng kawalan ng mga kagamitan. Subali't sabik na sabik na ipagpatuloy ng mga Pilipino ang kanilang mga paaralan kaya't nagawa nilang maipagpatuloy ang mga klase nang walang tulong na pinansyal. Ipinahiram



ABOVE: AMERICAN TEACHERS MEMORIAL:  
AMBASSADOR JOHN D. NEGROPONTE AND MAYOR ALFREDO LIM  
INAUGURATING A MEMORIAL AT THE MANILA NORTH CEMETERY  
TO THE THOMASITES. RIGHT: SIQUIJOR TOWN PLAZA SHOWING  
PROMINENCE OF GARDENING.

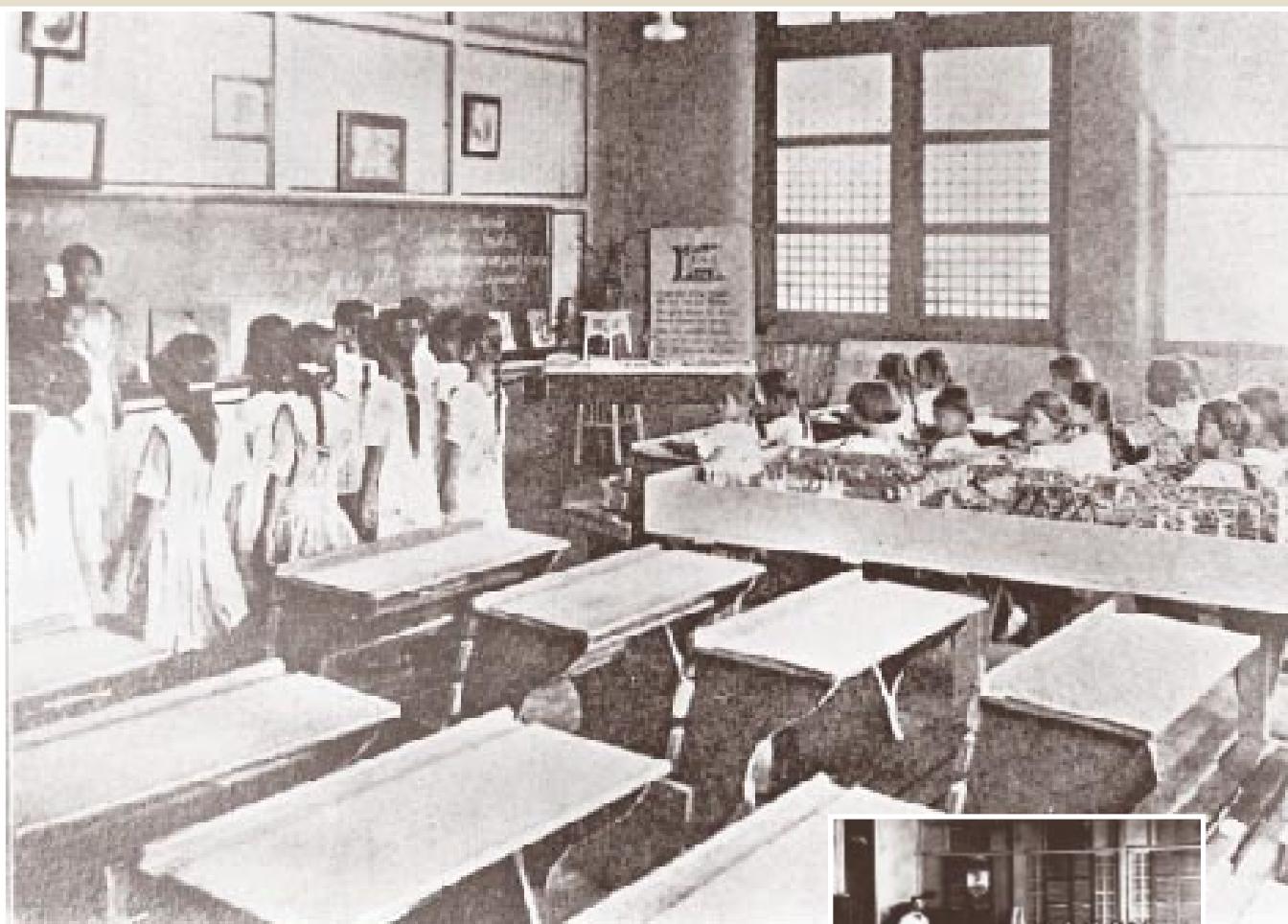


available. But the Filipinos were so anxious to keep their schools going that they made it possible for classes to be run without financial assistance. Municipal officials turned over their offices as classrooms. Ordinances were enacted and the fines for violating them were used to run schools. Even storekeepers extended credit for food. Situations like these brought out the best in the Filipinos' community spirit.

The American teachers were also the best salesmen of democracy in the Philippines. Through their precepts, their classroom techniques, their dealings with the people, their behavior, and their personal/social/official relationships, Filipinos formed their concept of democracy. By their impartial treatment of rich and poor, the American teachers showed the real meaning of equality. They taught their pupils not just to memorize but to think, enabling them to voice their opinions and manifest their inherent worth as individuals. Through coeducation, Filipino boys and girls blossomed, became more outspoken, and carried the new freedom into their homes.

ng mga opisyal ng munisipyo ang kanilang mga opisina para gamiting klasrum. Gumawa ng mga batas at ang mga multa sa di pagsunod sa mga ito ang ginamit para sa pamamahala ng mga paaralan. Maging ang mga tindera ay nagpautang ng mga pagkain. Ang mga sitwasyong tulad nito ang nagpalutang sa pinakamabubuting ugali ng mga Pilipino.

Ang mga gurong Amerikano ang siya ring pinakamahusay na mga abente ng demokrasya sa Pilipinas. Sa pamamagitan ng kanilang mga alituntunin, mga teknik pangklasrum, pakikisalamuha sa mga tao, kanilang pag-uugali at ang kanilang ugnayang personal/sosyal/opisyal, nakabuo ang mga Pilipino ng konsepto ng demokrasya. Naipakita ng mga gurong Amerikano ang tunay na kahulugan ng pagkakapantay-pantay sa kanilang parehas na pakikitungo sa mayaman at sa mahirap. Tinuruan nila ang kanilang mga mag-aaral hindi lamang ng pagkabisa kundi ng pag-iisip upang maipahayag nila ang kanilang opinyon at mapalitaw ang likas nilang kahalagahan bilang tao. Sa pamamagitan ng koedukasyon, ang mga batang lalaki at babaing Pilipino ay umunlad, naging prangka at dinala ang bagong kalayaan sa kanilang tabahan.



ABOVE: TYPICAL CLASSROOM RUN BY AN AMERICAN TEACHER, 1901. ABOVE RIGHT: MANILA GIRLS' SCHOOL. LEFT: THE AMERICAN TEACHERS INTRODUCED MUSIC INTO THE PUBLIC SCHOOLS, AND CONCERTS FREQUENTLY ENTERTAINED LOCAL POPULATIONS.



FACADE OF THE PHILIPPINE NORMAL SCHOOL.

## THE PHILIPPINE NORMAL SCHOOL

HE SUCCESS OF THE PUBLIC SCHOOL SYSTEM established by the Thomasites forced private schools to keep up with the pace. With the increase in enrollment and the number of schools came the need for more teachers. It became imperative to train Filipino counterparts as fast as possible.

On September 1, 1901, the Manila Normal School was organized. Initially located in the old Intramuros municipal school building, it moved to better quarters at the Exposition grounds in Ermita the following year. A total of eleven American teachers comprised the teaching staff. Three hundred ten students—only 18 of them women—from 24 different provinces comprised the initial student population. It offered a varied curriculum anchored on academics and home economics. To overcome the objection of parents from the provinces in sending their daughters to Manila, a dormitory for women was also established.

### *ANG PAARALANG NORMAL NG PILIPINAS*

*Dahil sa tagumpay ng sistemang paaralang publiko na itinatag ng mga Thomasite, napilitang umagapay ang mga paaralang pribado. Nangailangan ng dagdag na guro sa paglaki ng bilang ng nagpapatala at pagdami ng mga paaralan. Kinailangan ang mabilisang pagsasanay ng mga gurong Pilipino.*

*Noong Setyembre 1, 1901, itinatag ang Paaralang Normal ng Maynila (Manila Normal School). Mula sa gusali ng paaralang munisipal sa dating Intramuros, inilipat ito nang sumunod na taon sa bigit na maayos na lugar sa Exposition grounds sa Ermita. Labing-isang gurong Amerikano ang mga guro ng paaralan. Tatlong daan at sampung (310) estudyante mula sa 24 na iba't ibang probinsya—18 lamang ang babae—ang bumuo ng panimulang populasyon ng mga estudyante.*

*Nagkaloob ang paaralan ng iba-ibang kurikulum na nakabatay sa akademiks at araling pantahanan. Nagtatag din ng dormitoryo para sa mga babae bilang tugon sa pagtutol ng mga magulang na taga-probinsya na ipadala sa Maynila ang kanilang mga anak na babae.*



ABOVE: HUGE TURNOUT OF STUDENTS AT THE PHILIPPINE NORMAL SCHOOL ON OPENING DAY.  
BELOW: STUDENTS AT THE GIRLS' DORMITORY OF THE INSULAR NORMAL SCHOOL.





1903 PENSIONADOS AT THE ST. LOUIS EXPOSITION.

## THE PENSIONADOS

**C**ONTACT WITH AMERICAN TEACHERS aroused the young people's desire to go to the United States. The American Director of Education subsequently prevailed on the Philippine government to provide student scholarships.

On August 26, 1903, the Philippine Commission passed Act 854 whereby a hundred pensionado scholars were sent to the United States. Their scholarships lasted for the duration of the course for which the students were training.

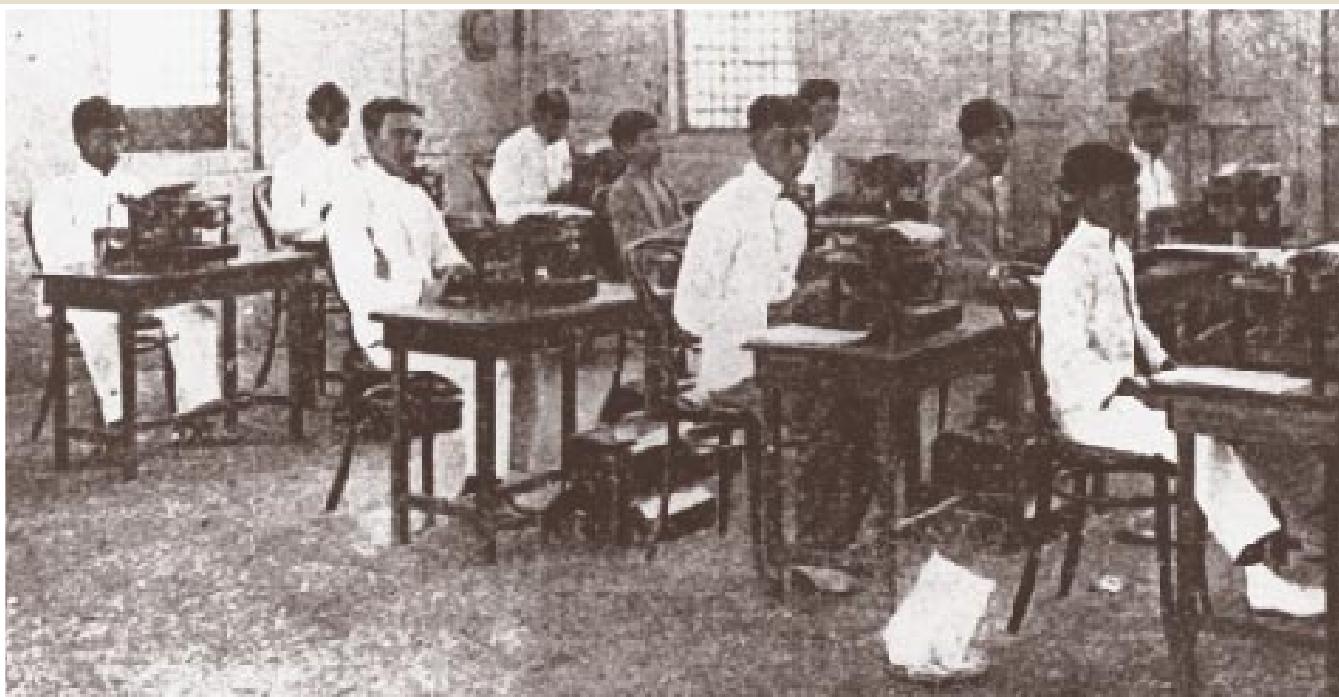
Every year, a different number of pensionados was appointed by the governor-general, with a view to their enrolling in higher education courses. Meanwhile, the number of government pensionados sent to special Philippine insular schools increased in number.

### ANG MGA PENSIYONADO

*Dahil sa pakikisalamuha sa mga gurong Amerikano ay napukaw ang pagnanaais ng mga kabataan na magtungo sa Estados Unidos. Sa dakong huli ay nabimok ng Amerikanong Direktor ng Edukasyon ang pamahalaan ng Pilipinas na maglaan ng mga iskolarsip para sa mga estudyante.*

*Noong Agosto 26, 1903, ipinasa ng Philippine Commission ang Batas 854 upang maiipadala sa Estados Unidos ang isandaang iskolar na pensiyonado. Ang iskolarsip ay tumagal nang ayon sa kursong pinagsasanayan ng mga estudyante.*

*Taun-taon ay iba-ibang bilang ng mga pensiyonado ang hinihirang ng gobernador-heneral, na may layuning makapagpatala sila sa mga kursong para sa lalong mataas na edukasyon. Samantala, lumaki ang bilang ng mga pensiyonado ng pamahalaan na ipinadala sa mga espesyal na paaralang insular sa Pilipinas.*



TYPEWRITING CLASS, SCHOOL OF COMMERCE.

## THE PHILIPPINE SCHOOL OF COMMERCE

OT LONG AFTER THE PUBLIC SCHOOL system was inaugurated, the superintendent of city schools felt the need to establish an institution to prepare Filipino men and women to take charge of routine work in government offices and business firms.

The superintendent emphasized the expediency of organizing such an institution under the public school system, noting that there was nothing resembling the business colleges in the United States which could prepare young men and women for commercial pursuits.

Thus, the Philippine School of Commerce was founded. Course offerings included English, Spanish, bookkeeping, banking and insurance, physical geography, history, economics and stenography.

High school graduates who specialized in stenography work were guaranteed a better future than a majority of graduates in law. Filipino youth were well on their way to occupying places in government and business.

### ANG PAARALANG KOMERSYO NG PILIPINAS

*Hindi pa natatagalang mabuksan ang sistemang paaralang publiko, nakita ng tagapamahala ng mga paaralang panlungsod ang pangangailangang makapagtatag ng isang institusyon na magbahanda sa mga kababaihan at kalalakihang Pilipino na gumawa ng karaniwang gawain sa mga tanggapang pampamahalaan at mga bayah-kalakal.*

*Binigyang-diin ng tagapamahala ang kapakinabangan sa pagtatatag ng gayong institusyon sa ilalim ng sistemang paaralang publiko; pinuna niya na wala ritong katulad ng mga kolebiyong pangkomersyo sa Estados Unidos na makapaghanda sa mga kabataang babae at lalaki para sa komersyal na mga gawain.*

*Kaya nga, natatag ang Paaralang Komersyo ng Pilipinas ( Philippine School of Commerce). Kabilang sa mga kursong ipinagkaloob ang Ingles, Kastila, bookkeeping, pagbabangko at pageseguro, heyoغرافیا pisikal, kasaysayan, ekonomiks, at takigranya (stenography).*

*Ang mga nagtapos sa paaralan na nagsanay sa gawaing takigranya ay nakatitiyak ng higit na magandang kinabukan kaysa sa karamihan ng mga nagtapos ng batas. Nagsimulang humawak ang mga kabataang Pilipino ng mga posisyon sa pamahalaan at sa mga negosyo.*



GARDENING BY FILIPINOS IN AMERICAN INSTITUTIONS, 1901.

## AGRICULTURAL SCHOOLING

SINCE THE ECONOMIC FUTURE OF the Philippine Islands was dependent upon the development of agriculture, American teachers established farm schools to meet the particular needs of various districts.

Filipinos realized that the cultivation of school and home gardens helped to increase family income and improve their diets. Children learned about nature study in a practical way and secured beneficial outdoor exercise. Whether or not all of them followed agriculture as a life occupation, they all acquired respect for those who tilled the soil.

The establishment of boys' and girls' clubs, agricultural fairs, and varied extension activities bolstered the agricultural curriculum. But it was the development of farm schools which helped to meet the needs of different localities. Some had dormitory facilities which enabled men to take academic courses, live at school, and raise enough produce while doing so. At others, pupils were given the products of their own labor.

### PAARALANG PANG-AGRIKULTURA

*Dahil sa ang kinabukasang pangkabuhayan ng Pilipinas ay nakabatay sa pag-unlad ng agrikultura, nagtagtag ang mga gurong Amerikano ng mga paaralang pansakahan upang matugunan ang mga partikular na pangangailangan ng iba't ibang distrito.*

*Napag-isip-isip ng mga Pilipino na ang paglinang ng mga taniman sa bahay at sa paaralan ay nakaragdag sa kita ng pamilya at nakapagpabuti sa kanilang pagkain. Natutuhan ng mga bata sa praktikal na paraan ang tungkol sa kalikasan at natiyak ang kapaki-pakinabang na panlabas na eheksiyon. Lahat ay nagtamo ng paggalang sa mga nagbubungkal ng lupa kahit na hindi nila piniling hanapbuhay ang pagsasa. Ang kurikulum na pang-agrikultura ay pinalakas ng pagtatatag ng boys and girls' clubs, mga peryang pang-agrikultura, at iba-ibang mga gawain. Subali't ang nakatulong sa mga pangangailangan ng iba-ibang lokalidad ay ang pagkatatag sa mga paaralang pansakahan. Ang ilan ay may mga dormitoryo na nagbigay ng pagkakataon sa mga kalalakihan na kumuba ng mga kursong akademik, tumira sa paaralan, at mag-anil ng sapat habang isinasagawa ang pag-aaral. Sa ibang paaralan, ipinamahagi sa mga mag-aaral ang mga produkto ng sarili nilang sikap.*



STUDENTS PERFORMING ON THE STEPS OF THE PHILIPPINE SCHOOL FOR THE DEAF.



LEFT: MR. CHARLES RICE AND DELIGHT RICE, FIRST VOCATIONAL INSTRUCTOR, SCHOOL FOR THE DEAF AND BLIND.

## THE PHILIPPINE SCHOOL FOR THE DEAF AND BLIND

HE AMERICAN TEACHERS ALSO SOUGHT TO address the educational needs of handicapped students. In 1907, the Bureau of Education provided for the establishment of the Philippine School for the Deaf and Blind.

Upon admission, deaf-mute students were placed under a program of oral instruction, including speech, lipreading and writing. Later, they learned finger spelling and had sense training.

The blind learned how to use braille. Like their deaf-mute counterparts, they were taught household tasks such as washing, cleaning, and cutting flowers. Basketry and other forms of industrial arts were also included. To this day, handicapped youths who attend the school make many parents proud.

### *ANG PAARALAN PARA SA MGA BULAG AT BINGI SA PILIPINAS*

*Hinarap din ng mga gurong Amerikano ang pangangailangang edukasyonal ng mga mag-aaral na may kapansanan. Noong 1907, itinakda ng Kawayahan ng Edukasyon ang pagtatatag ng Paaralan para sa mga Bingi at Bulag ng Pilipinas.*

*Sa sandaling matanggap, isinasailalim ang mga bingiping mag-aaral sa programa ng pasalitang pagtuturo, kasama ang pagsasalita, lipreading, at pagsulat. Pagkatapos, natutuhan nila ang pagbaybay sa daliri at ang kasanayan sa pagpapakahulugan.*

*Natutuhan ng mga bulag ang paggamit ng braille. Katulad ng mga bingi at piping mag-aaral, tinuruan din sila ng mga gawaing bahay tulad ng paglalaba, paglilinis at paggupit ng mga bulaklak. Itinuro rin ang basketry at iba pang anyo ng sining pang-industriya. Sa ngayon, naipagmamalaki ng mga magulang ang mga anak nilang may kapansanan na pumapasok sa paaralang ito.*



FILIPINAS WENT FOR BASEBALL AS ENTHUSIASTICALLY AS THEIR BROTHERS.

## PHYSICAL EDUCATION

THE FIRST AMERICAN SOLDIERS introduced baseball. Track and field sports, basketball, and volleyball followed in rapid succession.

School life began to take on new interests previously unknown. Athletic contests within schools soon gave rise to annual contests between towns, district meets, and yearly island-wide championship contests held in Manila in conjunction with the annual carnival. Sports promoted a spirit of loyalty to school, town, province, and country.

As important as specialized competitive athletics were, even more important was the emphasis by American teachers on the physical education of the ordinary child. A rating of 75% was required for promotion for all pupils above third grade. Marching, calisthenics, folk dance and group games were standard fare.

### EDUKASYONG PANGKATAWAN

*Sinimulan ng mga unang sundalong Amerikano ang beysbol. Mabilis na sumunod ang isports na track and field, basketball at volleyball.*

*Naging higit na kawili-wili ang buhay sa paaralan. Ang mga paligsahan sa atletiks sa mga paaralan ay nagbigay daan sa mga taunang paligsahan ng mga bayan-bayan, district meets at taunang pambansang paligsahan na ginaganap sa Maynila kasabay ng taunang karnabal. Itinaguyod ng isports ang diwa ng katapatan sa paaralan, bayan, probinsya at bansa.*

*Bagama't naging mahalaga ang mga espesyalisadong paligsahang pang-atletiks, binigyan ng higit na halaga ng mga gurong Amerikano ang edukasyong pangkatawan ng karaniwang bata. Itinakda ang markang 75% para sa promosyon ng labat ng mag-aaral na lagpas na ng tatlong grado. Ang pagmamartsa, kalisteniks, katutubong sayaw at mga pangkatang laro ay mga karaniwang kaganapan sa paaralan.*



ABOVE: BASEBALL: THE AMERICANS INTRODUCED THEIR NATIONAL SPORT TO THE PHILIPPINES WHERE IT BECAME A POPULAR CAMPUS ACTIVITY. RIGHT: THE TONDO INTERMEDIATE SCHOOL BASKETBALL TEAM. LEFT: SPORTS FIGURES BECAME POPULAR ON PHILIPPINE CAMPUSES—JUST AS THEY WERE ON AMERICAN CAMPUSES. BELOW: MISAMIS INDOOR BASEBALL TEAM, CHAMPIONS IN THE 1915 MANILA CARNIVAL.



# SARAH M. ENGLAND

O

NE OF THE EARLY

American teachers who greatly influenced young Filipino minds was Sarah England.

She arrived in Manila in 1916 as a young bride with her husband Frederic, who had been appointed physical director of the city. Initially assigned to the Trade School in San Marcelino where she taught English, history, and mathematics for five years,

Mrs. England was transferred to the Manila North High School, now known as Arellano, and later Araullo High for three years. In 1931, she began her long and close association as principal of Mapa High School.

Under her stewardship, the institution grew from a one-building school to one of the largest high schools in the city, with over 7,500 students spread out in various annexes. Even while she was interned at the University of Santo Tomas during the war, she managed to graduate two classes inside the concentration camp.

At the end of the Japanese occupation, Mrs. England did her best to give the school its old look, despite meager funds. She restored the coeducational system and offered journalism as a formal classroom subject, setting the standard for other schools. Under her guidance, Mapa High also became a name to reckon with in the field of sports.

Because she so endeared herself to her students, many of them fondly called her "Mama England."



MRS. SARAH ENGLAND LED V.  
MAPA HIGH SCHOOL TO  
PROMINENCE FOR OVER A  
DECADE.

*Isa sa mga unang gurong Amerikano na nakaimpluwensya nang malaki sa isipan ng kabataang Pilipino si Sarah England.*

*Dumating siya sa Maynila noong 1916, bagong kasal, kasama ng kanyang asawang si Frederic, na nahirang na pisikal na direktor ng lungsod. Nagsimula siya sa Trade School sa San Marcelino bilang guru ng Ingles, kasaysayan at matematika sa loob ng limang taon bago inilipat sa Manila North High School, ang ngayon ay kilalang Arellano, at pagkatapos ay tatlong taon sa Mataas na Paaralang Araullo. Noong 1931, nagsimula siya sa mahabang taong panunungkulan bilang punungguro ng Mataas na Paaralang Mapa.*

*Sa ilalim ng kanyang pamamahala ay lumaki ang dati'y iisang gusaling paaralan at ngayon ay isa sa pinakamalaking hayskul sa lungsod na may mahigit sa 7,500 estudyante na nakakalat sa iba't ibang mga annex. Kabit na siya ay nag-iinteria sa Pamantasan ng Santo Tomas noong panahon ng digmaan, nagawa niyang papagtapsin ang dalawang klase sa loob ng concentration camp.*

*Pagkatapos ng pananakop ng mga Hapon, sinikap ni Gng. England na mabigyan ng bagong bibis ang paaralan, sa kabilang napakaliit na pondo. Ibinilik niya ang sistemang ko-edukasyonal at nagkaloob ng journalism bilang isang formal na asignaturang nagsilbing modelo sa ibang paaralan. Sa ilalim din ng kanyang pamamatnubay ay naging bukang-bibig sa larangan ng isports ang Mataas na Paaralang Mapa.*

*Dahil sa napamahal na siya sa mga estudyante ay magiliw siyang tinawag ng marami na "Mama England."*



FAR LEFT: THE AMERICAN TEACHER'S LUGGAGE ARRIVES.  
ABOVE: TEACHING THE ALPHABET, IFUGAO.

## THE SPIRIT OF MISSIONS

**R**EILIGION CONTINUED TO PLAY A MAJOR ROLE in the lives of Filipino communities.

American missionaries focused on sharing a complete educational curriculum which encompassed all aspects of community life.

The Society of Jesus comprised the largest order. The Jesuits created the Ateneo de Manila University along with satellite schools in San Pablo, Naga, Davao, Zamboanga, and Cagayan de Oro. While the other schools offered a general curriculum, Xavier University was devoted particularly to agricultural instruction.

Other American religious groups which played important roles in strengthening the Philippine educational system in the provinces were the Episcopalians who settled in Northern Luzon, the Presbyterians who founded Silliman University, and the Baptists who established Central Philippine University.

### ANG KASIGLAHAN NG MGA MISYON

*Patuloy na nagkaroon ng pangunahing papel ang relihiyon sa buhay ng mga Pilipino. Binigyan-diin ng mga misyonerong Amerikano ang pagbabahagi ng kompletong kurikulum pang-edukasyon na sumasaklaw sa lahat ng aspekto ng buhay sa pamayanan.*

*Pinakamalaking orden ang Society of Jesus. Itinatag ng mga Heswita ang Pamantasang Ateneo de Manila kasabay ng mga kawaning paaralan sa San Pablo, Naga, Davao, Zamboanga at Cagayan de Oro. Samantalang nagkakalooob ng pangkalabatang kurikulum ang ibang paaralan, pinag-ukulan ng panahon ng Pamantasang Xavier ang pagtuturo ng pang-agrikultura.*

*Ang iba pang pangkat-relihyoso na nagkaroon ng mahalagang papel sa pagpapatag ng sistemang edukasyonal sa Pilipinas sa mga probinsya ay ang mga Episcopalian na nanirahan sa Hilagang Luzon, ang mga Presbyterian na nagtatag ng Silliman University at ang mga Baptist na nagtatag naman ng Central Philippine University.*



ABOVE: CADETS ON  
PARADE BEFORE THE  
ATENEO BUILDINGS OF  
INTRAMUROS.

RIGHT: CHILDREN OF  
A SCHOOL IN BESAO  
MARCHING FOR THE  
SUPERINTENDENT.





ABOVE: AMERICAN-  
TRAINED FILIPINO  
TEACHERS IN SOLANO.  
LEFT: EASTER SCHOOL,  
BAGUIO.  
BELOW: DR. LEONARD  
WOOD SURROUNDED BY  
THE CHILDREN OF  
BESAO.





THE UNIVERSITY OF THE PHILIPPINES

## THE UNIVERSITY OF THE PHILIPPINES

THE MORE EDUCATIONAL DECREES OF 1870 had initially provided for the conversion of the University of Santo Tomas into a secular university run by the government, but the friars wanted to keep UST under their control.

With the founding of the University of the Philippines through Act #1870, the Filipinos realized their dream of a state institution of higher learning which was entirely separate from the Church. Given an initial grant of P100,000, the school was set up to educate youth in literature, philosophy, the arts and sciences, without prejudice to age, sex, nationality, religious belief or political affiliation. It was a solid manifestation of the American ideal of “schools for all people”—a movement set into motion by the dedicated Thomasites.

Six colleges were initially established, beginning with the College of Medicine, which opened its doors on June 10, 1907, as an adjunct of the Bureaus of Sciences and Health. The colleges of dentistry, forestry, business administration, and nursing soon

### ANG UNIBERSIDAD NG PILIPINAS

*Ang More educational decrees ng 1870 ay nagtadbana noong una ng kombersyon ng Unibersidad ng Santo Tomas sa isang pamantasang sekular na pinangangasiwaan ng pamahalaan, subali't ninais ng mga pari na manatili ang kanilang kontrol sa UST.*

*Sa pagkakatag ng Unibersidad ng Pilipinas sa pamamagitan ng Batas #1870, natamo ng mga Pilipino ang kanilang pangarap na magkaroon ng isang pampamahalaang institusyon ng mataas na pag-aaral na hiwalay nang lubusan sa simbahan. Sa pamamagitan ng panimulang grant na halagang P100,000, itinatag ang paaralan upang magturo sa mga kabataan ng literatura, pilosopiya, mga sining at agham, nang walang pagsasaalang-alang sa edad, kasarian, nasyonalidad, paniniwalang panrelihiyon o kinaanibang partido politikal. Ito ay isang matibay na manifestasyon ng mithiin ng mga Amerikano ng “paaralan para sa lahat ng tao”—isang kilusang pinasimulan ng mga dedikadong Thomasite.*

*Naunang itinatag ang anim na kolehiyo, una ang Kolehiyo ng Medisina na binuksan noong Hunyo 10, 1907, bilang sangay ng mga Kawanihan ng mga Agham at Kalusugan. Isinunod agad ang mga kolehiyo*

THE BUSINESS OF A LAW SCHOOL IS NOT  
SUFFICIENTLY DESCRIBED WHEN YOU MERELY  
SAY THAT IT IS TO TEACH LAW OR TO MAKE  
LAWYERS. IT IS TO TEACH LAW IN THE GRAND  
MANNER AND TO MAKE GREAT LAWYERS.

HOLMES



ABOVE: JUDGE JOSE R. HERNANDEZ, A PARTICIPANT IN THE U.S. INFORMATION SERVICE'S INTERNATIONAL VISITOR PROGRAM, STANDING IN THE LOBBY OF THE UNIVERSITY OF THE PHILIPPINES COLLEGE OF LAW. THE QUOTATION IS FROM AMERICAN JURIST OLIVER WENDELL HOLMES. RIGHT: THE COLLEGE OF EDUCATION AT THE U.P. DILIMAN CAMPUS WHICH ALSO RECEIVED CONSIDERABLE USAID SUPPORT.



followed, along with the Conservatory of Music. After World War II, U.P. organized its Graduate School as well as the Institute of Public Administration.

From the beginning, however, the major obstacle to the growth of the university was the lack of buildings. The different colleges were therefore scattered on various campuses.

From its earliest days, the U.P. system has emphasized the quality of instruction. Every year, faculty members were sent to the United States or Europe for further training.

Various features of the typical American campus were also adopted by the university in the 1930s. A weekly student newspaper was founded. School annuals were prepared. Class officers were elected, and class socials were held. There were weekly convocations, lectures, discussions, and programs of literary and musical interest. It was the beginning of a holistic program designed to produce "renaissance men and women."

At the start, there were no library facilities available, but the students and

ng dentistry, forestry, business administration at nursing, kasabay ng Konserbatoryo ng Musika. Pagkalipas ng Ikalawang Digmaang Pandaigdig, itinatag ng U.P. ang Paaralang Gradwado, gayundin ang Instituto ng Administrasyong Publiko.

Naging pangunahing sagabal sa pag-unlad ng unibersidad ang kawalan ng mga gusali. Sa gayon, itinayo ang iba't ibang kolehiyo sa iba't ibang mga kampus.

Sa simula pa lamang, binigyan-diin na ng sistemang U.P. ang kalidad ng pagtuturo. Taun-taon, ipinadadala sa Estados Unidos o sa Europa ang mga myembro ng kaguruan para sa patuluyang pagsasanay.

Noong mga taong 1930 ay sinunod din ng unibersidad ang iba't ibang katangian ng tipikal na kampus-Amerikano. Itinatag ang lingguhang dyaryong pang-estudyante. Naghanda ng mga pampaaralang annual. Naghalal ng mga pamunuan ng klase at nagsagawa ng mga sosyal na pagtitipon. May lingguhang palatuntunan, panayam, talakayan at mga programang literari at musical. Iyon ang panimula ng holistikong programa ng paglinang ng renaissance na mga kababaihan at kalalakihan.

Walang mga aklatan sa simula, subali't pinahintulutan ang mga estudyante at guro na



ABOVE: THE AMERICANS INTRODUCED DRAMA ON THE UNIVERSITY OF THE PHILIPPINES CAMPUS AND HAVE SPONSORED THE STUDY OF U.P. STUDENTS AND FACULTY MEMBERS IN THE UNITED STATES ON FULBRIGHT FELLOWSHIPS. LEFT: THE FAMILIAR "OBLATION," SYMBOL OF THE UNIVERSITY OF THE PHILIPPINES, AS SEEN FROM THE ADMINISTRATION BUILDING, ONE OF THE OLDEST BUILDINGS ON CAMPUS. THE AMERICANS BUILT THE FIRST PUBLIC UNIVERSITY IN THE COUNTRY.

faculty were allowed to use those of the Manila Public Library and the Board of Science. Professors had special privileges to use the collection of the U.S. Military Information Bureau at Fort Santiago.

In 1948, University President Bienvenido Gonzales, with full support from Philippine President Elpidio Quirino, transferred most of the colleges to the sprawling 493-hectare main campus in Diliman, Quezon City.

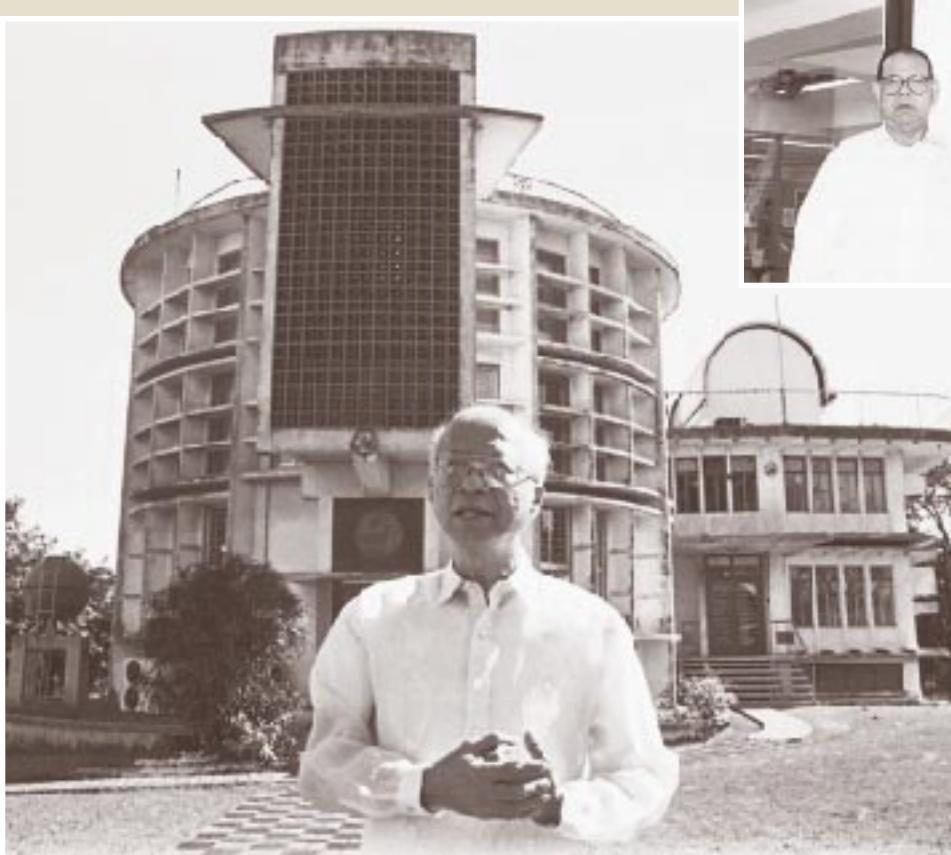
Today, U.P. lists 55 different colleges, schools, institutes, and centers, inclusive of an elementary school, a preparatory school, two high schools, plus branches in Baguio, Cebu, Iloilo, Los Baños, Davao and Tacloban. Many of these units have been shaped by "accidents of history" such as the College of Veterinary Medicine, which was organized to combat an epidemic of rinderpest in 1908, or the Institute of Economic Development Research, which was an offshoot of President Ramon Magsaysay's State of the Nation address in 1956.

*gumamit ng pasilidad ng Aklatang Publiko ng Maynila at ng Kawanihan ng Agham. May espesyal na pribilehiyo ang mga profesor na gamitin ang koleksyon ng U.S. Military Information Bureau sa Fort Santiago.*

*Noong 1948, sa lubos na suporta ng Pangulong Elpidio Quirino ng Pilipinas, inilipat ni Pangulong Bienvenido Gonzales ng Unibersidad ang karamihan ng mga kolehiyo sa malawak na 493-ektaryang pangunahing kampus sa Diliman, Quezon City.*

*Sa kasalukuyan, ang U.P. ay mayroon nang 55 iba't ibang kolehiyo, paaralan, instituto, at sentro kasama ang isang paaralang elementarya, isang paaralang preparatorya, dalawang hayskul, at mga sangay sa Baguio, Cebu, Iloilo, Los Baños, Mindanao (Davao) at Tacloban. Karamihan sa mga yunit na ito ay nabuo dahil sa "binibining ng pagkakataon" tulad ng Kolehiyo ng Veterinary Medicine na itinatag upang mapuksa ang epidemya ng rinderpest noong 1908, o ang Instituto ng Economic Development Research, na bunga ng ulat sa Kalagayan ng Bansang Pangulong Ramon Magsaysay noong 1956.*

*Ang panibagong pag-usborg ng nasyonalismo ay nakatulong din upang ang U.P. ay maging tunay na "modelo ng kaisipang Pilipino".*



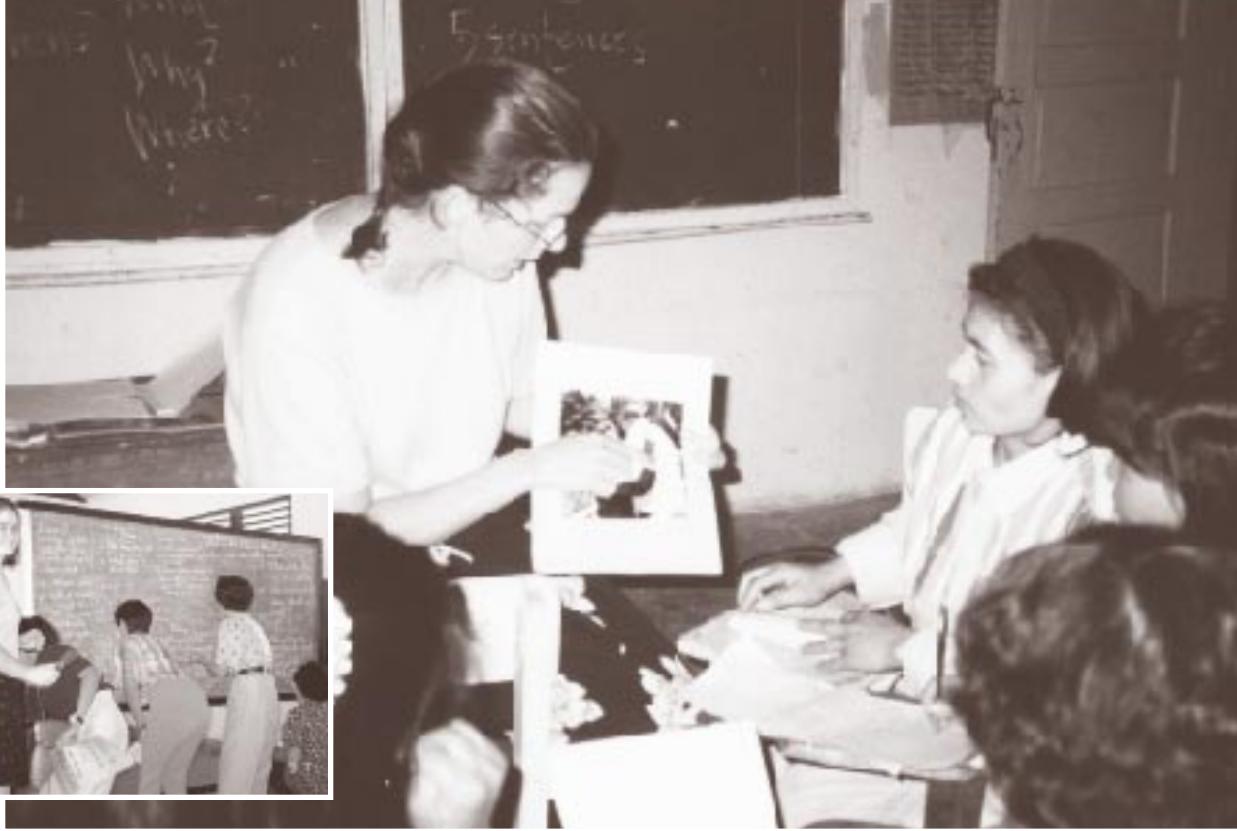
LEFT: REV. BIENVENIDO NEBRES, S.J., PRESIDENT OF ATENEO DE MANILA UNIVERSITY, WAS A FULBRIGHT SCHOLAR IN THE U.S. BEHIND HIM IS THE OBSERVATORY CONSTRUCTED WITH THE SUPPORT OF THE USAID. ABOVE: BROTHER ANDREW GONZALEZ, PRESIDENT OF DE LA SALLE UNIVERSITY, WAS ALSO A FULBRIGHT SCHOLAR AND AN INTERNATIONAL VISITOR GRANTEE UNDER THE AUSPICES OF THE UNITED STATES INFORMATION SERVICE. HE IS SHOWN HERE AT THE DLSU LIBRARY, BUILT ALSO WITH USAID FUNDS.

A resurgence of increased nationalism has also helped make U.P. a true “model of the Filipino mind.”

Although these words were uttered by President Manuel L. Quezon in 1937, they still hold true today.

- FRANCES H. ENGEL

*Ang mga pananalitang ito ay nananatili pa rin ngayon kabutih na ito ay binigkas ni Pangulong Manuel L. Quezon noon pang 1937.*



## THE PEACE CORPS Making a difference... in the Philippines and around the world

**F**OUNDED IN 1961 BY THEN PRESIDENT JOHN F. Kennedy, the Peace Corps supports over 6,600 volunteers in almost 100 countries all over the world. Maintaining an apolitical and non-sectarian ideal of technical and cultural exchange, the Peace Corps strives to promote world peace and friendship.

In the very year it was established, the first group of Peace Corps volunteers arrived in the Philippines. Since then, more than 8,500 of them have shared their enthusiasm and expertise with Filipino organizations and communities. They work to expand horizons through education, create economic opportunities, promote health, and help protect and restore the environment.

The first Peace Corps Volunteers came as classroom teacher aides to work with elementary school teachers. In the late 1960s and early '70s, Peace Corps Volunteers extended their assistance from the elementary to secondary schools, serving as classroom teachers. Others served as faculty at many of the country's provincial colleges and other

**FAR LEFT:** GROUP DYNAMICS ON CRITICAL THINKING THE PEACE CORPS WAY.

**ABOVE:** PEACE CORPS VOLUNTEER SARA ARMSTRONG SHARES THE JOYS OF READING WITH STUDENTS IN BENGUET IN THE CORDILLERA ADMINISTRATIVE REGION.

### ANG MGA PEACE CORPS NAGBIBIGAY-HALAGA... SA PILIPINAS AT SA DAIGDIG

*Ang Peace Corps na itinatag ng yumaong Pangulong John F. Kennedy noong 1961 ay sumusuporta sa mahigit na 6,600 voluntary sa hulos 100 bansa sa buong mundo. Sinisikap ng Peace Corps na maitaguyod ang pandaigdigang kapayapaan at pagkakaibigan nang hindi ito naiimpluwensiyan ng politika at pananampalataya.*

*Dumating sa Pilipinas ang unang pangkat ng mga voluntaryong Peace Corps nang taong ito ay itinatag. Mula noon, mahigit sa 8,500 sa kanila ang nakapagbabaghi na ng kanilang sigasig at kadalubhasaan sa mga organisasyon at pamayanang Filipino. Nagsikap silang mapalawak ang pananaw sa pamamagitan ng edukasyon, paglikha ng mga pangkabuhayang pagkakakitaan, pagtatauguyod ng kalusugan, at pagtulong sa pangangalaga at pagbabalik sa dating kalagayan ng kapaligiran.*

*Ang unang pangkat ng mga voluntaryong Peace Corps ay nagtrabaho bilang katulong ng mga guro sa mababang paaralan. Sa mga huling taon ng '60s at mga unang taon ng '70s, naging mga guro ang mga ito sa mataas na paaralan. May mga nagturo din sa mga paaralang pang-kolehiyo sa mga lalawigan at gayundin sa mga unibersidad. Noong mga 1970s,*



ABOVE: SCIENTIFIC TRAINING FOR TEACHERS COURTESY OF THE PEACE CORPS.

ABOVE RIGHT: PEACE CORPS VOLUNTEER DAVID GLAUB DISTRIBUTES *NATIONAL GEOGRAPHIC* TEXTBOOKS TO AN ELEMENTARY SCHOOL LIBRARY IN REGION III.

FAR RIGHT: PEACE CORPS VOLUNTEER CONDUCTS A WORKSHOP ON ENGLISH LANGUAGE TEACHING IN LA TRINIDAD, BENGUET.



institutions of higher education. In the '70s and '80s, volunteer efforts were directed away from the classroom to nonformal education. In the mid-'80s through the '90s, volunteers were once again back in the country's schools, this time at the high school level assigned as teacher trainers. Peace Corps Volunteers in Education currently work with interested Filipino teachers to help improve the level of English both taught and used in the classrooms of the Philippines.

Today, more than 100 volunteers work with Filipino government agencies and NGOs in the following areas:

- \* Environmental Education
- \* Coastal Resources Management
- \* English Teacher Training
- \* Provincial/Municipal Planning
- \* Water/Sanitation/Waste Management
- \* Community Development
- \* Protected Areas Management

at 1980s, itinuon naman nila ang kanilang pansiñ sa pagtuturo sa mga kabataan na wala sa paaralan at sa mga nakatatanda (*non-formal education*). Sa kalagitanan ng mga taon ng 1980s hanggang 1990, nagbalik ang mga Peace Corps sa mga paaralan bilang tagapagsanay sa mga guro. Ang mga Peace Corps sa Edukasyon ay nakikipagtulungan sa mga gurong Pilipino na interesado sa pagpapabuti ng pagtuturo ng Ingles sa loob ng klase.

Sa ngayon, mahigit sa 100 boluntaryo ang kabalikat ng mga abensyang pampamahalaan ng Pilipinas at mga NGO sa mga sumusunod na larangan:

- \* Edukasyong Pangkapaligiran
- \* Pamamahala ng mga Yamang Baybaying Dagat (*Coastal Resources Management*)
- \* Pagsasanay sa mga Guro ng Ingles
- \* Pagpaplanong Probinsyal/Municipal
- \* Pamamahala ng Tubig/Kalinisan/Basura
- \* Development ng Pamayanang
- \* Pamamahala ng mga Pinangangalagaang Lugar (*Protected Areas Management*)



AMERICAN FOUNDATIONS HAVE PLAYED A PROMINENT ROLE IN PHILIPPINE EDUCATION. ABOVE, FULBRIGHT ALUMNI STAND IN FRONT OF THE CENTRAL PHILIPPINE UNIVERSITY LIBRARY CONSTRUCTED WITH FUNDS SUPPLIED BY THE HENRY LUCE FOUNDATION.

## AMERICAN FOUNDATIONS AND PHILIPPINE EDUCATION

MERICAN PHILANTHROPIC AND CORPORATE foundations have played an important role in the development of education in the Philippines, providing both infrastructure and human resources development support. The Ford, Luce, Rockefeller, and Asia Foundations are among the best known, but another “home-grown” institution, The American Chamber Foundation Philippines, established by the American Chamber of Commerce of the Philippines, plays a significant role in the educational sector.

In addition to other activities, the American Chamber Foundation’s programs include Scholarship and Book Distribution Programs. The Scholarship Program targets deserving students belonging to the marginalized sectors of society and has supported the education of some 150 high school, college, and vocational students. College students are assisted in their summer practicum program requirements and in job referral/placement upon graduation. Bi-annual special-interest workshops are also

### ANG AMERICAN FOUNDATIONS AT ANG EDUKASYON SA PILIPINAS

*Malaki ang naitulong ng mga pilantropik at korporeyt na mga foundation sa America sa development ng edukasyon sa Pilipinas sa pamamagitan ng pagbibigay ng suporta sa imparaistruktura at paglinang ng yamang pantaao. Ang ilan sa pinakakilala ay ang Ford, Luce, Rockefeller, at Asia Foundations, subali’t isa pang institusyon ang nagkaroon ng mahalagang papel sa sektor edukasyonal – ang American Chamber Foundation Philippines na itinatag ng American Chamber of Commerce of the Philippines.*

*Kasama sa maraming gawain at programa ng American Chamber Foundation ang mga programa sa Iskolarsip at Distribusyon ng mga Aklat. Nilalayon ng Programa sa Iskolarsip na matulungan ang matatalinong estudyante na kabilang sa mahirap na sektor ng lipunan. Nasuportahan na rin nito ang edukasyon ng 150 estudyante sa bayskul, kolehiyo at paaralang bokasyonal. Tumulong ang Foundation sa mga kailanganin ng summer practicum program ng mga estudyante, gayundin, sa paghabanap ng mapapasukang gawain matapos makagradweyt. Nagtaguyod din sila ng mga special interest na worksyap tuwing ikalawang taon.*

*Ang Programa sa Distribusyon ng Aklat ay unang pinamahalaan ng United States Information Service ng*



ABOVE: TURN-OVER CEREMONY OF ENCYCLOPEDIAS AT COTABATO CITY NATIONAL HIGH SCHOOL WITH AMERICAN CHAMBER FOUNDATION, ENCYCLOPAEDIA BRITANNICA AND GLOBAL TRANSPORTS REPRESENTATIVES.  
LEFT: GRAND FINALS OF THE 1ST AMERICAN CHAMBER OF COMMERCE ORATORICAL CONTEST HELD JANUARY 16, 1997.

conducted for the students.

The Book Distribution Program was initially administered by the United States Information Service of the American Embassy and involves a partnership between the American Chamber Foundation and the Makati Rotary Club. To date, the Book Distribution Program has provided over 2.5 million secondhand textbooks from the United States valued at \$7 million to various schools throughout the country. A significant number of individual donors and corporate sponsors have participated in the project by shouldering the freight and customs costs of the information materials and distributing these to the schools and libraries of their choice.

*Embahada ng Amerika sa pamamagitan ng magkatulong na pagkilos ng American Chamber Foundation at ng Makati Rotary Club. Sa ngayon, nakapagkaloob na sa iba't ibang paaralan sa buong bansa ang Programang Distribusyon ng Aklat ng mahigit sa 2.5 milyong secondhands na mga aklat buhat sa Estados Unidos na nagkakahalaga ng \$7 milyon. Marami nang mga indibidwal na donor at korporasyon iponsor ang lumahok sa proyekto sa pamamagitan ng pagbabayad ng gastos sa freight at customs para sa mga materyales at pamamahagi ng mga ito sa mga napiling paaralan at aklatan.*

BELOW: YOUNG SCHOOLCHILDREN WHO HAVE BENEFITED FROM USAID EDUCATION PROGRAMS.  
RIGHT: USAID-FUNDED PAVIA NATIONAL HIGH SCHOOL LEARNING RESOURCE CENTER.



## USAID

**J**N THE AFTERMATH OF WORLD WAR II, the U.S. provided in excess of \$1 billion in war reparations to the Philippines. Part of this assistance was directed toward the rehabilitation or total reconstruction of public infrastructure damaged during the war. Manila was the second most severely damaged Allied city.

With the creation of the United States Agency for International Development (USAID) by the Foreign Assistance Act of 1961, the U.S. assistance program was instrumental in developing the Philippine educational system at various levels.

Through USAID, hundreds of elementary and secondary schools were built between 1962 and 1996. Facilities for several universities like Xavier University, Ateneo de Manila, Ateneo de Naga, and De La Salle University were constructed under the American Schools and Hospitals Abroad program. Assistance was likewise extended to various departments of the University of the Philippines such as the College of

## USAID

*Bunga ng Ikalawang Digmaang Pandaigdig, nagbigay ang Estados Unidos ng mahigit na isang bilyong dolyar bilang bayad-pinsala sa Pilipinas. Bahagi ng tulong ang inilaan sa rehabilitasyon o kabuuang pagtatayong muli ng publikong imparaistruktura na nasira noong panahon ng digmaan. Pangawala ang Maynila sa mga alyadong lungsod na pinakagrabeng napinsala.*

*Sa pagkalikba ng United States Agency for International Development (USAID) ng Foreign Assistance Act ng 1961, naging instrumental sa paglinang sa sistemang pang-edukasyon ng Pilipinas sa iba't ibang antas ang programa ng U.S. sa pagtulong.*

*Sa pamamagitan ng USAID, naitayo ang daan-daang paaralang elementarya at sekondarya noong mga taong 1962 hanggang 1996. Sa ilalim ng Programang American Schools and Hospitals Abroad naitayo ang pasilidad ng iba't ibang unibersidad tulad ng Xavier University, Ateneo de Manila, Ateneo de Naga at De La Salle University. Nabigyan din ng tulong ang iba't ibang departamento ng Unibersidad ng Pilipinas tulad ng Kolehiyo ng Agrikultura, Kolehiyo ng mga Guro, ang Instituto ng Pangangasiwang Publiko, ang Kolehiyo ng Veterinary Medicine at ang Kolehiyo ng Forestry.*



Agriculture, the Teachers College, the Institute of Public Administration, the College of Veterinary Medicine, and the College of Forestry.

USAID has also provided textbooks, library materials, and equipment to many schools and libraries nationwide. Recently, it provided computers for students of the Philippine Science High School.

The agency has supported activities in postgraduate formal and nondegree training in a wide range of disciplines for academic, government, and business sector participants in the U.S.

It has also helped to improve institutional capability of agricultural education institutions and to introduce through these institutions agricultural productivity improvement technologies.

From the mid-1950s through the 1980s, nearly every public school child benefited from the P.L. 480 School Feeding programs. These continued until 1995. In 1968, USAID assisted in the establishment of the Asian

*Nakapagbigay din ang USAID ng mga aklat, kagamitang pang-aklutan, at mga kasangkapan sa maraming paaralan at aklutan sa buong bansa. Kamakailan, nagkaloob ito ng mga kompyuter para sa mga mag-aaral ng Philippine Science High School.*

*Sinuportahan din ng ahensyang ito ang mga gawain sa postgraduate na formal at hindi pandepring pag-sasanay sa iba't ibang lawak ng disiplina para sa mga partisipant mula sa sektor akademik, pampamahalaan at pangnegosyo sa Estados Unidos.*

*Nakatulong din ito para mapauunlad ang kakayahang institusyonal para sa edukasyong pang-agrikultura at simulan, sa pamamagitan ng mga institusyon ng ito, ang mga teknolohiya para sa pagpapaunlad ng produksyon sa agrikultura.*

*Mula kalagitnaan ng 1950 hanggang 1980, halos bawa't mag-aaral sa paaralang publiko ay nakinabang sa P.L. 480 School Feeding Programs. Nagpatuloy ito hanggang 1995. Noong 1968, tumulong ang USAID sa pagtatatag ng Asian Institute of Management sa pamamagitan ng grant na \$500,000 para sa aklutan nito. Pagkatapos, sinuportahan nito ang mga iskolarsip para sa mga partisipant mula sa mga bansang ASEAN.*

*Ang mga lokal na kita sa mga tulong na di pamproyekto lalo na sa pagitan ng mga taong 1986 at 1989 ay ginamit na suportang pambadyet para sa mga guro at sweldo sa*



LEFT: FR. WILLIAM F. MASTERSON, S.J. SINGLE-HANDEDLY LED A MULTI-PRONGED APPROACH IN HUMAN AND RURAL DEVELOPMENT VIA THE AGRICULTURAL COLLEGE OF XAVIER UNIVERSITY, CAGAYAN DE ORO CITY.  
BELOW: USAID OFFICIALS DURING GROUND-BREAKING IN LUACAN.



Institute of Management by providing a grant of \$500,000 for its library. Afterwards, it supported scholarships for participants from ASEAN countries.

Local currency proceeds of nonproject assistance especially between 1986 and 1989 were directed mainly at providing budget support for teachers and salaries in primary education and for operating and maintenance expenses of state colleges and universities.

A wide range of non-formal training activities of private volunteer and non-governmental organizations including community development, adult literacy, and vocational training have also benefited from USAID grants. Four NGO training institutes—one in Luzon, two in the Visayas, and one in Mindanao—have also been refurbished through the program.

USAID continues to support studies on education policies, including changes to school curricula and a bilingual education policy.

*edukasyong primarya at para sa operasyon ng mga kolehiyo at unibersidad na pampamahalaan.*

*Nakinabang din sa mga kaloob ng USAID ang mga di-pormal na gawaine pampagsasanay ng mga pribadong boluntaryo kasama ang debelopment ng pamayanan, adult literacy at pagsasanay bokasyonal. Apat na ahensyang pampagsasanay ng NGO - isa sa Luzon, dalarwa sa Visayas at isa sa Mindanao ang natulungan din ng programang ito.*

*Patuloy na sinusuportahan ng USAID ang mga pag-aaral tungkol sa mga patakarang pang-edukasyon, kasama ang mga pagbabago sa mga kurikulum at ang patakarang edukasyong bilinggwal.*



1963 FULBRIGHT-HAYS AND EAST-WEST CENTER  
GRANTEES AT THE PRE-DEPARTURE ORIENTATION.

## THE FULBRIGHT PROGRAM

THE PHILIPPINES WAS ONE OF THE FIRST countries in the world to send scholars to U.S. universities and receive American scholars under the Fulbright exchange program. In 1948, the first batch of 48 Fulbright grantees left for the United States. In the same year, six American scholars came to the Philippines. Today, more than 2,000 Filipinos and American students, lecturers, and researchers have participated in the largest and best known scholarship program in the world.

The impact of the Fulbright program in the Philippines can be found in the educational, cultural, political, economic, and scientific life of the nation. Former Philippine President Corazon Aquino, honored in 1996 as the Fulbright laureate for international understanding, recognized this when she described the Fulbright program as one “to which I can say I practically owe the education of my government.”

One of the most important accomplishments of the Fulbright program came right after the Second World War when the Philippines began rebuilding its devastated educational system. Most of the grants in the

### ANG PROGRAMANG FULBRIGHT

*Isa ang Pilipinas sa mga naunang bansa na nagpadala ng mga iskolar sa mga unibersidad ng Estados Unidos at pinakalooban ng iskolarsip ng mga Amerikano sa ilalim ng programang Fulbright. Noong 1948, tumulak patungong Estados Unidos ang unang pangkat ng mga 48 iskolar ng Fulbright. Nang taon ding iyon, anim na Amerikanong iskolar ang dumating sa Pilipinas. Sa ngayon, mahigit na 2,000 Pilipino at Amerikano, estudyante, lektiyurer, at mananaliksik ang nakalabok na sa pinakamalawak at pinakakilalang programang pang-iskolarsip sa mundo.*

*Malinaw na makikita ang malaking epektong ng programang Fulbright sa edukasyonal, kultural, politikal, ekonomik at sayantípik na kapamuhayan ng Pilipinas. Nang parangalan ang dating Pangulo ng Pilipinas Corazon Aquino bilang Fulbright laureate para sa unawaang pandaigdig, kinilala niya ang kontribusyon ng Fulbright at nagwika ng “... to which I can say I practically owe the education of my government...”*

*Isa sa pinakamahalagang nagawa ng programang Fulbright ang pagtatayong muli ng nawasak na sistemang pang-edukasyon ng Pilipinas pagkatapos ng Pangalawang Digmaang Pandaigdig. Karamihan sa mga grant nang mga unang taon ay para sa mga edukador at mga guro ng wikang Ingles.*



FORMER PRESIDENT CORAZON C. AQUINO, FULBRIGHT LAUREATE HONOREE.

early years were for educators and English language teachers.

These grantees later became the country's leaders who made their impact on the post-war reconstruction of the Philippine educational system. By virtue of their position in government and the private sector, today's Fulbright alumni take the lead in setting policies and directions for Philippine higher education, science and technology, finance and the arts.

American Fulbrighters have contributed significantly to strengthening programs in the sciences as well as in American and Philippine Studies in leading universities. In turn, they have brought back what they learned from their research to enrich programs in American institutions.

Today, Fulbright alumni represent an effective force of more than 2,000 interpreters of American and Philippine cultures.

Their interpretations contribute to an enlightened critical view of post-war relations between the two countries. As one grantee once said: "Fulbrighters and Peace Corps people are the only armies we should have."

*Ang mga iskolar na ito ang naging mga lider ng bansa na nanguna sa pagtatatag na muli ng sistemang pang-edukasyon ng Pilipinas pagkatapos ng digmaan. Dahil sa kanilang posisyon binahawakan sa pamahalaan at pribadong sektor, ang mga kasalukuyang alumni ng Fulbright ang nangunguna sa pagtatakdang mga patakaran at direksyon para sa lalong mataas na edukasyon sa Pilipinas, agham at teknolohiya, pananalapi at mga sining.*

*Mahalaga ang naging kontribusyon ng mga Amerikanong Fulbrighter sa pagpapatibay ng mga programa sa mga agham gayundin sa American and Philippine Studies sa mga pangunahing unibersidad. Nadala nilang pabalik sa Amerika ang natutunan sa kanilang pananaliksik para mapayaman ang mga programa sa mga institusyon sa Amerika.*

*Ngayon, ang mga alumni ng Fulbright ay bumubuo ng isang malakas na puwersa ng mahigit na 2,000 interpreter ng kulturang Amerikano at Pilipino.*

*Ang kanilang interpretasyon ay nakapag-ambag sa malitwanag at kritikal na pananaw sa relasyon ng dalawang bansa pagkatapos ng digmaan. Tulad ng minsay sinabi ng isang iskolar: "Fulbrighters and Peace Corps people are the only armies we should have."*



PRESIDENT FIDEL V. RAMOS, AMBASSADOR THOMAS C. HUBBARD, AND MRS. HARRIET FULBRIGHT SIGNAL THE SUCCESSFUL CONTINUATION OF THE FULBRIGHT PROGRAM.  
LEFT: MS. PRECIOSA IRMA PINEDA WITH HER MOTHER, DR. JULIANA C. PINEDA, BOTH FULBRIGHTERS AT THE UNIVERSITY OF INDIANA.



## DONALD R. CLEVELAND



IN A SYMBOLIC GESTURE OF FRIENDSHIP, A YOUNG FILIPINO LASS SHOWS HER APPRECIATION TO TRAVIS-BASED AIRMAN CLEVELAND BY LOOPING HIM WITH A GARLAND OF FLOWERS. THE YOUNG LADY AT THE RIGHT AWAITS HER TURN.

**I**N THE hundred years of official relations between the Philippines and the United States, many individuals have contributed to contacts between Filipinos

and Americans. When Filipino scholars have studied in the U.S., they have inevitably stimulated new interest in the Philippines on the part of the Americans with whom they came into contact. Over the years, educational exchanges have been fostered by such organizations as the American Field Service (now called "AFS Intercultural Programs" and no longer active in the Philippines), Youth for Understanding, and various church organizations, to name a few. In addition, many students have traveled to the U.S. as a result of contacts with the thousands of Filipino-Americans who contribute to American life. All of the students have touched America and contributed to a better understanding of the Philippines.

At the same time, one of the unique sources of American contact with Filipinos here in the Philippines itself has been the

### TAO-SA-TAONG PAGPAPALITAN

*Maraming indibidwal ang nakapag-ambag sa ugnayan ng mga Pilipino at Amerikano sa dantaong opisyal na relasyon ng Pilipinas at ng America.*

*Matapos makapag-aral sa Estados Unidos ang mga iskolar na Pilipino, nataas sa kamalayan at interes ng mga Amerikanong kanilang nakadaupang-palad ang tungkol sa Pilipinas. Sa loob ng maraming taon, maraming palitang edukasyonal ang naitaguyod ng mga organisasyon tulad ng American Field Service (na tinatawag ngayong "AFS Intercultural Programs, at hindi na aktibo sa Pilipinas), Youth for Understanding, at iba pang organisasyon pangsimbahang. Gayundin, maraming estudyante ang nakapaglakbay na sa Estados Unidos bunga ng ugnayan ng libong Pilipino-Amerikano na nag-aambag sa buhay-Amerikano. Labat ng mga mag-aaral ay nakaimpluwensiya sa Amerika at nakatulong sa bigit na mabuting pag-unawa sa Pilipinas.*

*Gayundin, isa sa natatanging tulay ng pakikipag-ugnayan ng mga Amerikano sa mga Pilipino dito mismo sa Pilipinas ay ang mga sundalong Amerikano. Bagama't isinara na ang mga base ilang taon na ang nakakaraan, at hind na naghahangad pa ang Estados Unidos ng mga base sa*



A GROUP OF FILIPINO TEACHERS, PARENTS AND CHILDREN CLUSTER AROUND ONE OF THE LARGE VISUAL PRIMERS  
DONATED BY THE CRYSTAL UNION SCHOOL DISTRICT, CALIFORNIA.

presence of American soldiers. Although the bases were closed some years ago, and the U.S. no longer seeks bases in the Philippines, the contacts between American soldiers and Filipinos led to extraordinary friendship between the two peoples.

One friendship which epitomized the relationship involved a young airman from a small town in the U.S. state of Oregon. Airman First Class Donald R. Cleveland was stationed at Clark Air Base in 1960 and he was befriended by a Filipino employee of the base who came from Diladila. The airman was invited to visit Diladila—the first American to visit the town since 1947. During the course of his visit, he was shown the new schoolhouse which the Pampangeños had built with their own hands. They were proud of the new school, but most of the classrooms had only one or two books.

*Pilipinas, ang ugnayan ng mga sundalong Amerikano at mga Pilipino ay humantong sa di pangkaraniwang pagkakaibigan.*

*Isang halimbawa ng ganitong uri ng pakikitungo ang ipinamalas ng isang batam-batang sundalo ng hukbong panghimpapawid na mula sa Estado ng Oregon. Si Airman First Class Donald R. Cleveland ay nadestino sa Clark Air Base noong 1960 at naging kaibigan ng isang empleyadong Pilipino na tubong Diladila.*

*Naanyayahan ang airman na bumisita sa Diladila. Siya ang unang Amerikanong bumisita sa bayang ito mula nang 1947. Ipinakita sa kanya ang bagong paaralan na naitayo ng mga Pampangueño sa sarili nilang sikap. Ipinagmalaki nila ang bagong paaralan, subali't karamihan sa mga klasrum ay mayroon lamang isa or dalawang aklat. Noon din ay kumilos si Cleveland para malutas ang suliraning ito.*

*Sumulat siya sa kanyang ina sa Lebanon, Oregon, at ipinaliwanag ang sitwasyon. Agad na kumilos si*



MRS. CARL J. GALLICHO, PRESIDENT OF THE TRAVIS NCO WIVES CLUB, CAREFULLY PACKS A SET OF ENCYCLOPAEDIA BRITANNICA AND WORLD BOOKS FOR MAILING TO THE PHILIPPINES. THESE BOOKS WERE CONTRIBUTED BY THE PEOPLE OF SOLANO COUNTY, CALIFORNIA.

Cleveland decided right then and there to do something about the situation.

He wrote a letter to his mother in Lebanon, Oregon, explaining the situation. Mrs. Cleveland, president of the local American Legion Auxiliary, enlisted the aid of her associates and collected over 140 pounds of books. She then mailed the books to her son.

The response of the people of Diladila was heart-warming. School officials drafted a formal declaration of thanks to Cleveland in which they stated in part: "Whereas, this noble gesture of true and loyal friends from a foreign country bespeaks of the donor's generosity, civic consciousness, and a genuine interest towards a worthy cause—a shining example of the harmonious relationships existing between the people of the Philippines and the good people of the United States of America."

*Mrs. Cleveland, pangulo ng lokal ng American Legion Auxiliary at sa tulong ng mga kakilala ay nangolekta ng mahigit na 140 librang mga aklat na agad ipinadala sa kanyang anak.*

*Naging mainit ang tugon ng mga mamamayan ng Diladila. Formal na nagpasalamat kay Cleveland ang mga opisyal ng paaralan. Narito ang bahagi ng sinasabi ng libam-pasasalamat: "...Whereas, this noble gesture of true and loyal friends from a foreign country bespeaks of the donors' generosity, civic consciousness, and a genuine interest towards a worthy cause—a shining example of the harmonious relationships existing between the people of the Philippines and the good people of the United States of America."*

*Ito pa lamang ang pasimula.*

*Matapos siyang muling madestino sa Travis Air Base sa Vacaville, California, namasyal si Cleveland sa Vacaville Library kung saan nakakita siya ng isang set ng lumang Encyclopedia Britannica na nakatakdang ialis na. Naalala niya ang kanyang mga kaibigan sa Pilipinas, kaya't itinanong niya sa library kung*

This was just a beginning.

After he was reassigned to Travis Air Base in Vacaville, California, Cleveland found himself browsing around the Vacaville library and he came across a set of old *Encyclopedia Britannica* which was to be discarded. Remembering his friends in the Philippines, he asked the librarian if he could have the books. The library said he might if the country librarian approved.

About the same time, the principal of the Crystal Grade School in nearby Suisun was wondering how to dispose of a large number of school books which had been replaced by the California State Board of Education. The principal called the superintendent of the Crystal Union School District who advised him to contact the local Kiwanis Club to ask if they had any ideas. The Kiwanis informed him about Cleveland's program of books for the Philippines, and these too were turned over to him.

Meanwhile, Cleveland, through correspondence with his friend in the Philippines, learned of eight schools in Santa Rita (near Diladila) that were in need of schoolbooks.

Now the problem arose of how he was going to ship the books to Santa Rita. Hearing of his plight, the Travis Officers Wives Club and the Non-Commissioned Officers Wives Club volunteered their assistance by taking responsibility for the cost of shipping.

Thus a second group of text books from Cleveland arrived in the Philippines for direct distribution to the eight schools in Santa Rita.

This act of kindness and friendship, initiated by one individual, has been repeated over and over again throughout the years. It is part of the ties which have bound the U.S. and the Philippines for over a century.

Today, Mr. Cleveland is the Deputy Counselor for Economic Affairs at the American Embassy in Manila. He remains a friend of the Philippines.

*pwedeng mahingi ang mga aklat. Sumagot naman ang laybraryan na maari kung papayag ang county librarian.*

*Nang mga oras ding iyon, suliranin ng prinsipal ng Crystal Grade School sa kalapit na Suisun kung paano iaalis ang malaking bilang ng aklat na pinatalitan na ng California State Board of Education. Tinawagan ng prinsipal ang superintendent ng Crystal Union School District na nagpayo sa kanya na kausapin ang lokal na Kiwanis Club para tanungin kung mayroon silang maimumungkahi. Ipinaalam sa kanya ng Kiwanis ang programa ni Cleveland tungkol sa mga aklat para sa Pilipinas kaya't ang mga aklat ay nailipat din kay Cleveland.*

*Samantala, napag-alaman ni Cleveland sa pakikipagsulatan sa kanyang kaibigan sa Pilipinas ang tungkol sa walong paaralan sa Santa Rita (malapit sa Diladila) na nangangailangan ng mga aklat-pampaaralan.*

*Naging suliranin kung paano nya ipapadala ang mga aklat sa Santa Rita. Nang malaman ng Travis Officers Wives Club at ng Non-Commissioned Officers Wives Club ang kanyang suliranin, nag-alok ang mga ito ng tulong at binayaran ang halaga ng pagpapadala ng mga aklat.*

*Kaya nga, dumating sa Pilipinas ang pangalawang pangkat ng mga aklat mula kay Cleveland, para ipamahagi sa walong mga paaralan sa Santa Rita.*

*Ang kabutihang ito at pakikipagkaibigan na sinimulan ng isang indibidwal ay naulit pa nang maraming beses sa mga taong nagdaan. Bahagi ito ng bigkis na nag-ugnay sa Estados Unidos at sa Pilipinas sa mahigit na isang dantaon.*

*Ngayon, si Mr. Cleveland ang Deputy Counselor for Economic Affairs sa Embahada ng Amerika sa Maynila. Nananatili siyang kaibigan ng mga Pilipino.*



# ODE TO THE THOMASITES

ODA SA MGA THOMASITE

**T**HEY QUICKLY TRANSFORMED SMOKING BATTLEFIELDS INTO A NEW FRONT WITH BOOKS TO WIPE OUT IGNORANCE AND TO HELP A PEOPLE PREPARE THEMSELVES FOR SELF-GOVERNMENT. HUNDREDS CAME EVERY YEAR—WAVE AFTER WAVE OF EDUCATIONAL PIONEERING. NEVER BEFORE HAD A MISSION OF THIS MAGNITUDE BEEN SEEN IN THIS COUNTRY. NEVER HAS IT BEEN MATCHED IN ITS POWER FOR GOOD BY ANY FOREIGN TECHNICAL ASSISTANCE EVER TO REACH ANY COUNTRY. THEY SPARED NOTHING—NOT EVEN THEIR LIVES—AS THEY CARRIED ON THE TASKS THEY SO NOBLY STARTED.

BUT JUST AS QUIETLY AS THEY HAD COME, ONE BY ONE THEY UNOBTRUSIVELY FADED OUT OF THE PICTURE. BY THEN THEY HAD PASSED ON THE STEWARDSHIP OF AMERICA'S GREATEST SINGLE CONTRIBUTION TO THE PHILIPPINES. SOME RETURNED TO THEIR HOMELAND WITHOUT THE FANFARE COMMONLY ACCORDED WAR HEROES. MANY WERE LEFT BEHIND IN HUMBLE GRAVES IN THE LAND THEY SERVED SO WELL. BUT THEN THEY WERE ONLY SOLDIERS OF PEACE FINISHING AN UNGLAMOROUS JOB OF TEACHING PEOPLE TO READ AND WRITE.

NOW ALMOST ALL OF THEM ARE GONE. ONLY MEMORIES LINGER IN THE HEARTS OF MEN AND WOMEN WHO LABORED WITH THEM. BUT EVEN THESE WILL FADE INTO OBLIVION UNLESS A POET, A SCULPTOR, OR A PAINTER GIVES THEM EXPRESSION.

BUT THE RESULT OF THEIR HANDIWORK IS HERE TO STAY. THE PUBLIC SCHOOL SYSTEM WHICH NOW AFFORDS EVERY FILIPINO CHILD AN OPPORTUNITY TO TRANSCEND CLASS BARRIERS THROUGH EDUCATION IS AN ENDURING TESTIMONY OF THEIR NOBLE MISSION.

Geronima T. Pecson  
Chair  
UNESCO National Commission  
1959

DAHIL SA MGA THOMASITE, MABILIS NA NAGBAGONG-ANYO ANG DATING NAG-AALAB NA POOK-LABANAN AT PINALITAN ITO NG MGA AKLAT PARA MAPAWI ANG KAMANGMANGAN AT MATULUNGAN ANG MGA MAMAMAYAN SA PAGSASARILI. DAAN-DAAN ANG DUMATING TAUN-TAON — PARA PANGUNAHAN ANG MGA GAWAING PANG-EDUKASYON. WALA PANG GANITONG KALAWAK NA MISYON ANG NAISASAGAWA SA BANSA. WALA PANG BANYAGANG TULONG TEKNIKAL NA IPINAGKALOOB SA BANSA ANG MAKAPAPANTAY SA LAKAS NG KAGALINGANG IPINAKITA NITO. WALA SILANG ISINAALANG-ALANG — MAGING ANG KANILANG SARILING BUHAY — HABANG ISINASAGAWA ANG TUNGKULING BUONG DANGAL NA SINIMULAN.

SUBALI'T TULAD NG TAHIMIK NILANG PAGDATING, HINDI RIN HALOS NAMALAYAN ANG KANILANG PAG-ALIS. IPINASA NA NILA ANG PANGANGASIWA SA PINAKAMAHALAGANG KONTRIBUSYON NG AMERIKA SA PILIPINAS. MAY MGA NAGBALIK NA SA KANILANG SARILING BAYAN NANG WALANG ANUMANG PARANGAL NA KARANIWANG IPINAGKAKALOOB SA MGA BAYANI NG DIGMA. MARAMI ANG NAIWAN SA MGA ABANG LIBRINGAN SA LUPAING PINAGLINGKURAN NILA NANG BUONG HUSAY. SUBALI'T SILA AY MGA KAWAL LAMANG NG KAPAYAPAAN NA NAGBIGAY- KATUPARAN SA PAGTUTURO SA MGA MAMAMAYAN NG PAGBASA AT PAGSULAT.

NGAYON, HALOS LAHAT SILA AY WALA NA. TANGING MGA ALAALA ANG NAIWAN SA MGA PUSO NG MGA KALALAKIHAN AT KABABAIHANG KASAMA NILA SA KANILANG GAWAIN. SUBALI'T MAGING ANG MGA ITO AY MAGLALAHO KAPAG HINDI NABIGYANG-BUHAY NG ISANG MAKATA, NG ISANG ESKULTOR, O NG ISANG PINTOR.

GAYUNMAN, MANANATILI ANG BUNGA NG KANILANG GINAWA. ANG SISTEMA NG PAARALANG PUBLIKO NA NAGBIBIGAY NGAYON NG PAGKAKATAON SA LAHAT NG BATANG PILIPINO NA MAPAGTAGUMPAYAN ANG MGA HADLANG SA PAG-AARAL SA PAMAMAGITAN NG EDUKASYON AY ISANG PANGHABANG-PANAHONG KATUNAYAN NG KANILANG DAKILANG MISYON.

**EDITOR:**  
Greta N. Morris

**DRAFTER:**  
Susan Isorena Arcega

**RESEARCHER:**  
Jeffrey Tabaco

**ADDITIONAL RESEARCH MATERIALS PROVIDED BY:**  
Professor Naty Crame-Rogers  
Dr. Bonifacio Sibayan  
Ms. Evangeline Quinto

**TAGALOG TRANSLATION:**  
Clemence Espiritu

**ART DIRECTOR:**  
Michael James F. Baquirin

Printed by the USIA  
REGIONAL SERVICE CENTER

**PHOTOGRAPHS COURTESY OF**  
Lewis Gleek and the American Historical Collection

John Silva and Jonathan Best and the Geronimo Berenguer de los Reyes, Jr. Foundation

Ben Baguyo, United States Information Service, Manila

Philippine Normal University

Central Philippines University

Xavier University

Silliman University

Donald Cleveland, American Embassy, Manila

Mapa High School

Philippine-American Educational Foundation

U.S. Peace Corps, Manila

U.S. Agency for International Development, Manila

American Chamber of Commerce Foundation in the Philippines

Justice Flerida Ruth Romero,  
Supreme Court of the Philippines



**United States Information Service**